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Announcements for 1949-1950

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MISSISSIPPI SOUTHERN COLLEGE
HATTIESBURG, MISSISSIPPI

Mississippi Southern College

Hattiesburg, Mississippi

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National Association of Schools of Music

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ANNOUNCEMENTS

1949-1950

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FALL QUARTER OPENS SEPTEMBER 12, 1949

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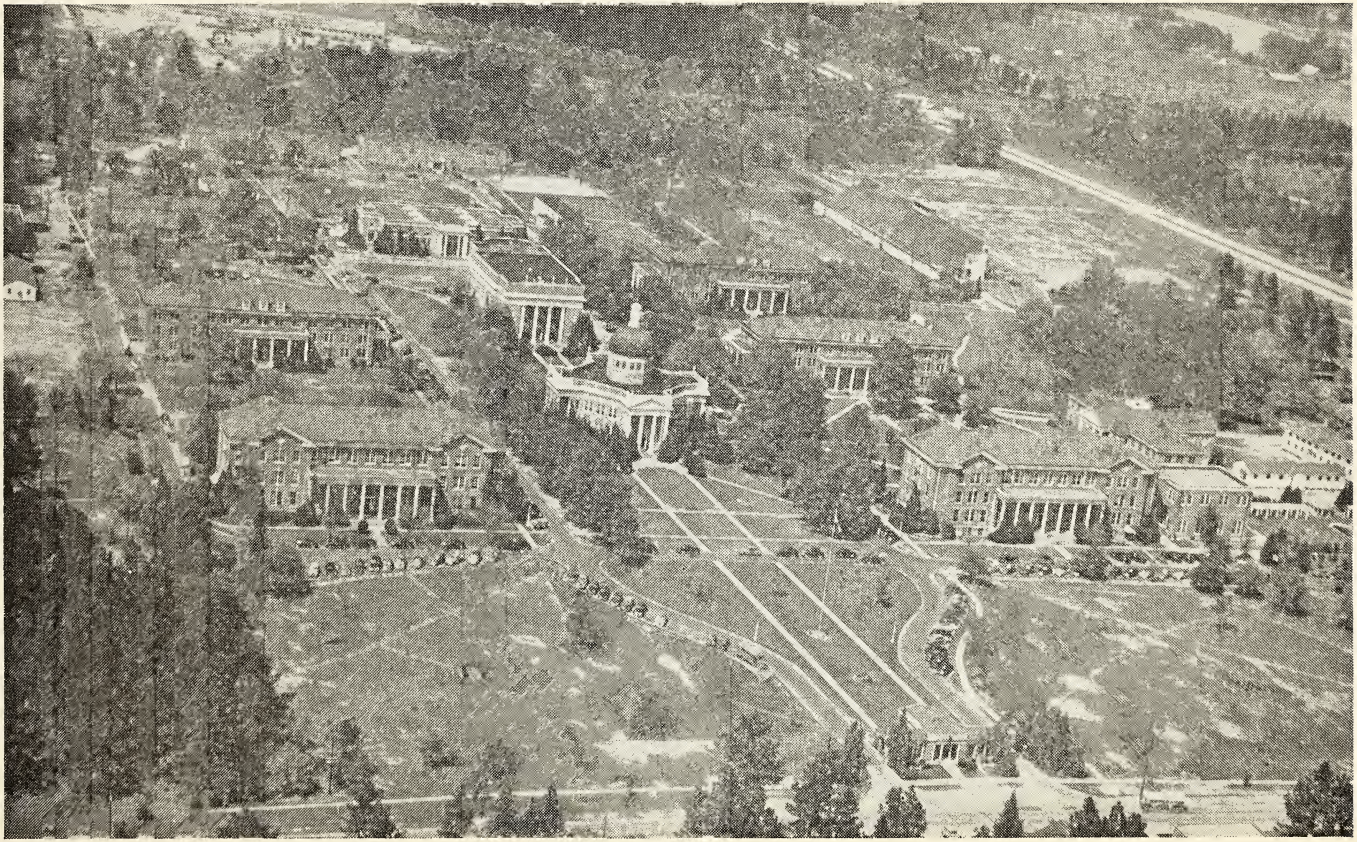

AERIAL VIEW OF THE SOUTHERN CAMPUS

BOARD OF TRUSTEES

Of State Institutions of Higher Learning, State of Mississippi

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OFFICERS OF THE BOARD

MARTIN V. B. MILLER ..... President
E. R. JOBE ..... Executive Secretary

GENERAL CALENDAR

FALL QUARTER—1949-1950

Wednesday, September 7
8:30 A. M. Demonstration School opens

Sunday, September 11
12:00 Noon Dormitories open for freshmen and transfers

Monday, September 12
8:00 A. M. Tests and orientation for freshmen and transfers

Tuesday and Wednesday, September 13 and 14
Registration

Thursday, September 15
8:00 A. M. All morning classes meet on a forty-five minute schedule

11:00 A. M. Special assembly

Friday, October 21—Mid-term

Monday, October 24, to Sunday, October 30
Fraternity Rush Week

Saturday, November 5—Homecoming

Sunday, November 6, to Sunday, November 13
Pan Hellenic Week

Wednesday, November 23
4:15 P. M. Thanksgiving Holidays begin

Monday, November 28
8:00 A. M. Class work resumed

Wednesday, Thursday and Friday, November 30, December 1 and 2
Fall quarter examinations and records

WINTER QUARTER—1949-1950

Monday, December 5
8:00 A. M. Registration for winter quarter

Sunday, December 11
8:15 P. M. Annual presentation of "The Messiah"

Friday, December 16
4:15 P. M. Christmas Holidays begin

Monday, January 2
12:00 Noon Dormitories open

Tuesday, January 3
8:00 A. M. Class work resumed

Monday, January 30—Beginning of second term of winter quarter

Wednesday, Thursday and Friday, March 8, 9 and 10
Winter quarter examinations and records

SPRING QUARTER—1949-1950

Monday, March 13
8:00 A. M. Registration for spring quarter

Sunday to Thursday, April 2 to April 6
Religious Emphasis Week

Thursday, April 6
4:15 P. M. Easter Holidays begin

Monday, April 10
8:00 A. M. Class work resumed

Monday, April 24—Second term of spring quarter begins

Sunday, May 7, to Sunday, May 14
Choir trip

Friday, May 26—Senior examinations
8:00 P. M. Graduation exercises for the Demonstration School

Sunday, May 28
11:00 A. M. Baccalaureate Sermon

Monday, May 29
10:00 A. M. Class Day exercises

Tuesday, May 30
10:00 A. M. Graduation exercises

Wednesday, Thursday and Friday, May 31, June 1 and 2
Spring quarter examinations and records

SUMMER QUARTER—1949-1950

Monday and Tuesday, June 5 and 6
Registration for summer quarter

Wednesday, June 7—All classes meet on regular schedule

Monday, July 12—Registration for second term of summer quarter

Friday, August 11—Senior examinations

Monday, August 14
8:00 P. M. Graduation exercises

Wednesday and Thursday, August 16 and 17
Summer quarter examinations and records

Classes during summer quarter meet five days per week.

ADMINISTRATIVE OFFICERS

R. C. Cook, B.S., M.A., Ed.D. — President

R. A. McLemore, B.A., M.A., Ph.D. — Dean of the College

W. H. Sumrall, B.A., M.A., Ph.D. — Dean of the Graduate Division

R. G. Lowrey, B.S., M.A., Ph.D. — Director of Student Welfare and Dean of Men

Mary Pulley, B.S. — Registrar

C. O. Smalling, B.S. — Financial Secretary

Lena Y. Gough, B.S., M.A. — Dean of Women

Anna M. Roberts, B.A., M.A., B.S. in L.S. — Librarian

O. N. Darby, B.S., M.A. — Alumni Secretary

Moran M. Pope, Jr., B.S., LL.B. — Acting Alumni Secretary

HEADS OF DIVISIONS

J. Fred Walker, B.A., M.A., Ph.D. — Biological Sciences

Clarence C. Dawson, B.S., M.A. — Acting Head of Commerce

Roy G. Bigelow, B.S. Ed., M.A., Ph.D. — Education and Psychology

Frank E. Marsh, Jr., Mus.B., M.A. — Fine Arts

Clarence E. McCarver, B.S., M.A., Ph.D. — Health and Physical Education

Bertha M. Fritzsche, B.S., M.S. — Home Economcs

Wilbur W. Stout, B.A., M.A., Ph.D. — Language and Literature

Oliver V. Austin, B.A., M.A. — Physical Sciences and Mathematics

John M. Frazier, B.S., M.A. — Acting Head of Practical Arts

Leon A. Wilber, BA.., M.A., Ph.D. — Social Studies

J. Dale Welsch, A.B., A.M., Ed.D. — Speech and Dramatics

James R. Johnson, B.S.Ed., LL.B., M.A., Ed.D. — Extension and School Service

Harry Thomas, B.S., M.A. — Director of Veterans Advisement Center

FACULTY

Robert Cecil Cook, B.S., M.A., Ed.D.—President
B.S., Mississippi State College, 1924; M.A., Teachers College, Columbia University, 1933; Ed.D., ibid., 1942.

O. B. Ader, A.B., A.M., Ph.D.—Associate Professor of Mathematics
A.B., Duke University, 1926; A.M., ibid., 1928; Ph.D., University of Kentucky, 1937

Betty Austin, A.B., M.A.—Acting Instructor in Art
A.B., Western Kentucky State Teachers College; M.A., George Peabody College.

Oliver V. Austin, B.A., M.A.—Head of Division of Physical Sciences and Mathematics
Professor of Chemistry
B.A., University of Mississippi, 1911; M.A., ibid., 1912; graduate student, University of Illinois, 1920; graduate student, University of Chicago, 1929-30.

Mary Poe Baylis, A.B., Mus.B.—Associate Professor of Piano
A.B., Davenport College, Lenoir, N. C., 1922; B.M., New York School of Music and Arts, 1924; Student of Arthur Friedheim, Dr. William Berwald, Harry Vibbard, Silvio Scionti, Edward Collins, Leo Sowerby.

Albert S. Benham, A.B., M.S.—Acting Asst. Prof. of Chemistry
A.B., University of Michigan, 1908; M.S., ibid., 1926.

Roy G. Bigelow, B.S., Ed., M.A., Ph.D.—Head of Division of Education and Psychology; Director of Workshops; Professor of Education
B.S.Ed., Central Missouri State College, 1920; M.A., University of Missouri, 1926; Ph.D., George Peabody College, 1939; independent study in Business and Public Administration, 1940-41, guided by Vanderbilt University.

Willa Bolton, B.A., M.A.—Professor of Geography Emeritus
B.A., Mississippi State College for Women, 1899; M.A., Columbia University, 1922; graduate student, Clark University, 1931

Herman Boroughs, B.S., M.Ed., Ph.D.—Assistant Professor of Education and Supervisor of Practice Teaching in the Field
B.S., Texas College of Arts and Industries, 1938; M.Ed., University of Missouri, 1946; Ph.D., ibid., 1948.

Frederick A. Buechel, Jr., B.A., M.A. Acting Assistant Professor in English
B.A., University of Texas, 1937; M.A., North Texas State Teachers College, 1942; graduate study, University of Kansas, 1939.

Ernest Q. Campbell, A.B., M.A.—Assistant Professor of Sociology
A.B., Furman University, 1945; M.A., University of Pennsylvania, 1946; study at Temple University, 1946.

Pearl Campbell, B.S., M.S.—Assistant Professor of Home Economics
B.S., Mississippi State College for Women, 1914; M.S., Iowa State College, 1932.

[2]J. E. Carruth, A.B., M.A., Ph.D.—Acting Professor in Extension
A.B., Millsaps College, 1905; M.A., George Peabody College, 1924; Ph.D., ibid., 1934.

Mary F. Cogdell, A.B., M.S.—Director of Public Relations
Instructor of Journalism
A.B., Birmingham-Southern College, 1942; M.S., Columbia University School of Journalism, 1945.

Nan Cooper, B.S., M.S.—Instructor of Education
B.S., Mississippi State College, 1940; graduate study, University of Alabama, 1946; M.S., Mississippi State College, 1948.

[1]O. N. Darby, B.S., M.A.—Alumni Secretary
Assistant Professor of English

B.S., Mississippi Southern College, 1926; M.A., University of Michigan, 1932, graduate student, University of Alabama, 1939; Peabody College, 1946, 1948-49.

[2]Andrew P. Davis, B.S., M.S., M.A., Ed.D.—Professor of Health and Physical Education

B.S., North Texas State Teachers College, 1937; M.S., University of Southern California, 1940; M.A., Teachers College, Columbia University, 1948; Ed.D., ibid., 1948.

Betty Jean Hill Davis, B.M., M.M.—Assistant Professor of Voice and Musicology

Mus.B., Mississippi State College for Women, 1945; Mus.M., University of Michigan, 1947; student of Arthur Hackett; summer study with Madame Cora Sapin and Theresa Schnabel, 1944; vocal literature with Conrad Bos at Juilliard School of Music

J. Treadwell Davis, B.A., M.A.—Associate Professor of History

B.A., Memphis State, 1936; M.A., Vanderbilt University, 1938; study toward Ph.D., ibid., 1948-49.

Marie Davis, B.A., M.A.—Instructor of Education

B.A., Mississippi State College for Women, 1926; M.A., University of Michigan, 1941.

C. C. Dawson, B.S., M.A.—Acting Head of Division of Commerce
Professor of Economics and Business Administration

B.S., University of Kentucky, 1927; M.A., George Peabody College, 1931; graduate student, George Peabody College, 1931, 1933; graduate student, New York University, 1937, 1938; graduate student, Ohio State University; graduate student, University of Kentucky, 1943, 1946, 1947.

Forrest DeLano, Mus.B.—Associate Professor of Voice

Mus.B., Knox Conservatory of Music, Galesburg, Ill., 1928; graduate student, American Conservatory of Music, Chicago, Ill.; student of Cardon V. Burnham, Margaret Lawson Mulford, Jane Peterson, Phillip-Manuel, Theodore Harrison, Dr. Winter Thompson, Arthur Hackett, Blair McCloskey.

Annie Louise D'Olive, B.S., M.A.—Assistant Professor of Art

B.S., Mississippi Southern College, 1927; M.A., Teachers College, Columbia University, 1934; graduate student, Dixie Art Colony, 1941; Pennsylvania Academy of Fine Arts

Pattie Simmons Dowell, B.S., M.S., Ed.D.—Associate Professor of Elementary Education

B.S., George Peabody College, 1927; M.S., North Carolina State of University of North Carolina, Raleigh, N.C., 1930; Ed.D., New York University, 1945; summer study at Columbia University.

Ruth B. Duncan, B.S., M.A., M.Ed.—Reference Librarian
Assistant Professor of Library Science

B.S., George Peabody College, 1925; M.A., ibid., 1927; M.Ed., ibid., 1940.

Jean Eason, B.M.—Asst. Professor of Theory, Piano and Harp

Mus.B., Oberlin Consevatory of Music, 1945; harp study with Lucy Lewis, Carlos Salzedo, Alice Chalifoux; piano with Frances Hall, Beryl Ladd; theory with Dr. Victor Lytle.

Charles E. Elkema, A.B., A.M., Ed.D.—Professor of Educational Administration

A.B., University of Iowa, 1922; A.M., Teachers College, Columbia University, 1940; Ed.D., School of Education, New York University, 1945.

Virginia Isabelle Felder, A.B., M.S.—Assistant Professor of Mathematics

A.B., Mississippi State College for Women, 1927; M.S., Tulane University, 1931.

George R. Flexman, B.M.—Assistant Professor of 'Cello, Ensemble and Theory

Mus.B., Oberlin Conservatory of Music, 1947; student of John Frazer ('cello) and Dr. Victor V. Lytle (theory).

Katherine S. Foote, B.A., B.S., M.S.—Instructor of Education

B.A., Whitworth College, 1912; B.S., Mississippi Southern College, 1931; M.S., Louisiana State University, 1932.

Minnie B. Ford, B.S., M.A.—Instructor of Education

B.S., George Peabody College, 1930; M.A., ibid., 1932; graduate student, 1932.

Porter Lee Fortune, Jr., A.B., M.A.—Asst. Professor of History

A.B., University of North Carolina, 1941; M.A., Emory University, 1946; study toward Ph.D., University of North Carolina.

John M. Frazier, B.S., M.A.—Acting Head, Division of Practical Arts
Director of General Education Board Health Project, Associate Prof. of Science, and Curator of the Museum

B.S., George Peabody College, 1927; M.A., ibid., 1929; graduate student, University of Chicago, 1933.

Thomas H. Freeny, B.S., M.A.—Professor of Psychology

B.S., Mississippi College, 1900; M.A., ibid., 1901; M.A., George Peabody College, 1928; graduate student, summer quarters 1930, 1931, 1935.

Bertha M. Fritzsche, B.S., M.S.—Head of Division of Home Economics
Professor of Home Economics

B.S., Iowa State College, 1922; M.S., ibid., 1929; graduate student, Teachers College, Columbia University, 1933; University of Chicago, 1941; Ohio State University, 1947-48.

Anna E. George, Mus.B., Mus.M.—Instructor of Music Emeritus

Three years' study, Paris and London; student of Madame Julie Sive-Kine, Edgar A. Brazleton, Paul Corder, Emil Schwartz, Rosetter Cole, Grace Potter Carral, Irwin Fischer.

Altra Howse Gill, B.S., M.S.—Instructor of Home Economics

B.S., Mississippi Southern College, 1942; M.S., University of Tennessee, 1948.

[1]John Edmond Gonzales, B.S., M.A.—Assistant Professor of History

B.S., Louisiana State University, 1943; M.A., ibid., 1945; study toward Ph.D., University of North Carolina, 1948-49.

Lena Y. Gough, A.B., M.A.—Dean of Women
Assistant Professor of English

A.B., Albama College, 1928; M.A., George Peabody College for Teachers, 1938.

Reginald A. Gray, Jr., B.A., LL.B.—Instructor of Commerce

B.A., University of Mississippi, 1942; LL.B., ibid., 1946.

Reed Green, B.S.—Director of Athletics

B.S., Mississippi Southern College, 1934.

Deane Griffis, B.S.—Critic Teacher, English

B.S., Mississippi Southern College, 1937; graduate student, Tulane University, 1940, 1941.

Elenora Haegele, B.S.Ed., M.A., Ed.D.—Assistant Professor of Elementary Education

B.S.Ed., St. Cloud State Teachers College, 1936; M.A., University of Minnesota, 1941; Ed.D., Teachers College of Columbia University, 1948.

Edward Emerson Hall, B.Ed., M.S., Ph.D.—Director of Extension and School Service; Director of Placement Bureau (until July 1, 1949)
Professor of Geography (July 1, 1949)

B.Ed., Southern Illinois Normal University, 1929; M.S., University of Michigan, 1932; Ph.D., George Peabody College for Teachers, 1939; post-graduate student, Furman University, 1941.

William B. Harlan, B.S., M.A.—Asst. Professor of Commerce
B.S., Western Kentucky State Teachers College, 1935; M.A., George Peabody College, 1946.

Mary Sloan Hawkins, B.A., B.S., M.A.—Asst. Professor of English
B.A., Mississippi Synodical College, 1911; B.S., Mississippi Southern College, 1934; M.A., Teachers College, Columbia University, 1935.

Roy Warren Hedges, Mus.Ed.B., Mus.M.—Associate Professor of Theory and Composition
Mus.Ed.B., University of Colorado, 1944; Mus.M., Eastman School of Music, 1945; student of Bernard Rogers (composition and orchestration); Irvin McHose and Gustave Soderlund (theory).

Alma Hickman, B.A., Ph.B., M.A.—Professor of English
B.A., Mississippi State College for Women, 1912; Ph.B., University of Chicago, 1918; M.A., Columbia University, 1924; graduate student, University of Southern California, 1932; graduate student, University of Colorado, 1942.

Laura May Hill, B.S., M.A.—Asst. Professor of Physical Education
B.S., George Peabody College, 1917; M.A., ibid., 1925; study at Harvard University, New York University and Eastern School of Therapy.

[3]Edith Hinton, B.A., M.A.—Instructor of Education
B.A., Mississippi State College for Women, 1931; M.A., Teachers College, Columbia University, 1945.

Joseph Huck, B.M., M.M.—Associate Professor of Piano
Head of Piano Department
B.M., American Conservatory, 1936; M.M., ibid., 1940; private piano tutelage under Andre Skalski, Leroy Campbell, Rudolph Reuter, Allen Spencer.

[1]George G. Hurst, B.S.—Instructor of Chemistry
B.S., Mississippi Southern College, 1939; graduate study, Tulane University, 1948-49.

Farley K. Hutchins, Mus.B., M.Sac.Mus.—Associate Professor of Organ, Piano, and Musicology
Mus.B., Lawrence College Conservatory of Music, 1940; M.Sac.Mus., School of Sacred Music, Union Theological Seminary, New York, 1946; organ study with LaVahn Maesch, Dr. Clarence Dickinson and Carl Weinrich; student of Gladys Ives Bainard (piano); Cyrus Daniel (theory); T. Tertius Noble, Harold Freidell and Normand Lockwood (composition); former Minister of Music, Fort Washington Presbyterian Church, New York City.

Harriet Jackson, B.A., M.A.—Asst. Professor of Modern Languages
B.A., University of Mississippi, 1924; M.A., ibid., 1936; summer schools, University of Wisconsin; University of Colorado; L'Institut de Tours, Tours, France; Universidad Nacional, Mexico, D. F.

Willery Jackson, B.A., M.A.—Assistant Professor of History
B.A., Mississippi State College for Women, 1921; M.A., Columbia University, 1926; graduate student, Columbia University, 1931-33.

Netta M. Jenkins, B.S.—Instructor in English
B.S., Mississippi Southern College, 1932; graduate student, University of Mississippi, 1938, 1939.

James Richard Johnson, B.S. in Ed., LL.B., M.A., Ed.D.—Associate Director of Extension and School Service
Associate Director of Placement Bureau
Professor of Education
B.S. in Ed., Kirksville State Teachers College, 1922; LL.B., American Extension University, 1926; M.A., University of Missouri, 1926; Ed.D., ibid., 1940.

Marion C. Johnson, B.S., M.S.—Critic Teacher and Athletic Coach at Demonstration School
B.S., Mississippi Southern College, 1941; M.S., Louisiana State University, 1948.

Emily Peyton Jones, B.S., M.A.—Professor of Education Emeritus
B.S., George Peabody College, 1918; M.A., Teachers College, Columbia University, 1924; graduate student, 1936; University of Southern California, 1937.

John Jones, Jr., B.S., M.A.—Assistant Professor of Physical Sciences and Mathematics
B.S., George Peabody College, 1940; M.A., ibid., 1946.

Jeanne Keck, Mus.B., Mus.M.—Assistant Professor of Piano and Ensemble
Mus.B., Grinnell College, 1939; Mus.M., American Conservatory, 1941; private piano tutelage under Tomford Harris and Isidor Philipp.

Johnsie Kell, B.S., M.A.—Instructor of Education
B.S., Mississippi State College for Women, 1938, M.A., Teachers College, Columbia University, 1943.

John M. King, B.S., M.A.—Assistant Principal of Demonstration School
Instructor of Education
B.S., Mississippi Southern College, 1928; M.A., University of Mississippi, 1933; graduate student, George Peabody College; Colorado State College of Education.

Noah A. Knepper, Mus.Ed.B., Mus.Ed.M.—Assistant Professor of Woodwinds and Music Education
Director of Little Symphony
Mus.Ed.B., University of Michigan, 1947; Mus. Ed.M., ibid., 1948; teaching fellowship, University of Michigan, 1946-48; conducting study with William D. Revelli; formery first oboist of Grand Rapids, Michigan, and Toledo, Ohio, symphony orchestras.

Norvin L. Landskov, B.A., M.A., Ph.D.—Professor of Education
Director of Student Teaching
B.A., St. Olaf College, 1926; M.A., University of Minnesota, 1934; Ph.D., ibid., 1946.

Charles E. Lane, Jr., B.S., Ph.D.—Professor of Chemistry
B.S., University of Chicago, 1926; Ph.D., ibid., 1933.

Pearl Reynolds Leech, B.A., M.A.—Instructor of Education
B.A., University of Mississippi, 1938; M.A., George Peabody College, 1945.

Harold Leone, B.S.—Instructor of Mathematics
B.S., Northwestern State Teachers College, 1947.

Walter J. Lok, B.Des., M.Des.—Assistant Professor of Fine Arts
Head of Art Department
B.Des., University of Michigan, 1943; M.Des., ibid., 1947.

R. G. Lowrey, B.S., M.A., Ph.D.—Director of Student Welfare
Dean of Men
Professor of Health Education
B.S., Mississippi College, 1918; M.A., George Peabody College for Teachers, 1922; Ph.D. ibid., 1927.

Clarence E. McCarver, B.S., M.A., Ed.D.—Head of Division of Health and Physical Education
Professor of Health and Physical Education
B.S., Howard Payne College, 1931; M.A., George Washington University, 1934; Ed.D., University of Texas, 1942.

Helen Janet McDonald, Mus.B.—Assistant Professor of Violin and Music Education
Mus.B., Chicago Musical College, 1932; graduate student, University of Michigan, 1944; Chicago Musical College, 1946; student of Leon Sametini, Paul Stassevitch, Gilbert Ross (violin); Gustave Dunkelberger, Wesley La-Violette, Max Wald (theory); David Mattern, Roxy Cowan, Rose Marie Grentzer, John C. Kendall (music education); Rudolph Ganz, Hans Rosenwald (music literature).

Frances McEvilly, B.S., M.S.—Assistant Professor of Home Economics
Director, School Lunch Education
B.S., University of Alabama, 1933; M.S., ibid., 1947.

James E. McKee, B.S.Ed., M.A.—Assistant Professor of Education
Director of Guidance Clinic
B.S.Ed., Teachers College, Indiana, Penn., 1941; M.A. in Guidance, Teachers College of Columbia University, 1946; study toward Ph.D., ibid.

R. A. McLemore, B.A., M.A., Ph.D.—Dean of College
Professor of History

B.A., Mississippi College, 1923; M.A., George Peabody College for Teachers, 1926; Ph.D., Vanderbilt University, 1933.

Sallie Stevens McLemore, B.S., M.A.—Instructor of Education

B.S., George Peabody College, 1926; M.A., ibid., 1931; graduate student, University of California, 1944.

Carlton L. McQuagge, B.S., M.A.—Principal of Demonstration School

B.S., Mississippi Southern College, 1932; M.A., University of Mississippi, 1947.

Mary Joe Magee, B.A., B.S. in L.S.—Assistant Librarian
Instructor in Library Science

B.A., Louisiana Polytechnic Institute, 1943; B.S. in L.S., George Peabody College for Teachers, 1946.

Jane N. Magruder, B. A., M.A.—Instructor of Speech and Radio

B.A., Furman University, 1947; M.A., University of Wisconsin, 1948.

Frank Earl Marsh, Jr., Mus.B., M.A.—Head of Division of Fine Arts
Professor of Music

Mus.B., New England Conservatory of Music, 1916; M.A., Syracuse University, 1926; student of Senior Alberto Jones, Dr. Adolf Frey, Kurt Fischer, Ethel Newcomb, Arthur Newstead, George W. Chadwick, F. Stuart Mason, Dr. William Berwald, Dr. Frank Sill Rogers.

[1]J. L. Milam, B.A.,M. A.—Assistant Professor of Health and
Physical Education

B.A., Louisiana Institute of Technology, 1936; M.A., Columbia University, 1940; study towards doctorate, ibid., 1940; 1948-49.

[2]Leo R. Miller, B.S.Ed., M.S.Ed., Ed.D.—Head of Elementary
Education Department
Professor of Elementary Education

B.S.Ed., Kansas City, Missouri, Teachers College, 1935; M.S.Ed., University of Kansas, 1938; Ed.D., Pennsylvania State College, 1945.

W. J. Moody, B.S., M.S.—Acting Assistant Professor of Mathematics

B.S., Mississippi State College, 1919; M.S., Emory University, 1927.

Wilson Wallace Moore, A.B., M.A., B.D., Th.M.—Assst. Prof. of Psychology

A.B., Davidson College, 1922; M.A., ibid., 1922; B.D., Union Theological Seminary, Richmond, Va., 1925; Th.M., Columbia Theological Seminary, Atlanta, Ga., 1941.

John H. Napier, Jr., B.S., M.A., Ph.D.—Visiting Professor of Education

B.S., Mississippi State College, 1920; M.A., University of California, 1925; Ph.D., Stanford University, 1927.

Florence B. Newman, B.S., M.A.—Asst. Prof. of Home Economics

B.S., University of Wisconsin, 1916; M.A., University of Tulsa, 1943.

Melvin G. Nydegger, B.S., M.A.—Director of Institute of
Latin American Studies
Assistant Professor of Modern Languages

B.S., Kansas State Teachers College, 1927; M.A., Uninversity of Wisconsin, 1937; graduate study, National University of Colombia, S. A., 1939; Javeriana University, Bogota, Colombia, S.A.

[2]G. E. Oliver, A.B., M.A.—Assistant Professor of Education
Director of Audio-Visual Education Library

A.B., William and Mary, 1932; M.A., University of Mississippi, 1947; graduate student, Indiana University, 1948-49.

Douglass Olsen, B.A., M.A.—Assistant Professor of English

B.A., University of Mississippi, 1919; M.A., Columbia University, 1930; graduate student, Washington University, 1935.

Ellen Marie Olson, B.S.—Critic Teacher, First Grade

B.S., Mississippi Southern College, 1942; graduate study, ibid., 1947-48; 1948-49.

Fannie Owings, B.S., M.S. — Assistant Professor of Home Economics
Critic Teacher

B.S., Mississippi Southern College, 1928; M.S., University of Tennessee, 1935.

John T. Palmer, B.S., M.A. — Instructor in English

B.S., Mississippi Southern College, 1943; M.A., Teachers College, Columbia University, 1946.

Lloyd Patten, B.A., Mus.B., Mus.M. — Head of Voice Department
Associate Professor of Voice and Musicology

B.A., University of New Mexico, 1939; Mus.B., Arthur Jordan Conservatory of Music, Butler University, Indianapolis, Ind., 1942; Mus.M., ibid., 1947; artist student of Farrell Scott, Charles Hedley, Joseph Lautner; coaching with Mae Engle, Joseph Lautner; student of Nina Ancona, Norman Phelps, Roger Cushman in musicology.

A. J. Pellettieri, B.S., M.A., Ph.D. — Director of Reading Clinic
Associate Professor of Psychology

B.S., George Peabody College for Teachers, 1930 M.A., Y.M.C.A. Graduate School, 1930; Ph.D., ibid., in cooperation with Vanderbilt University and Peabody College, 1935; additional graduate work, 1935-1937, Peabody College, three quarters; Columbia University, summer 1941.

Ellen Philbeck, B.S. — Critic Teacher, Physical Education
Instructor of Health and Physical Education

B.S., Appalachian State Teachers College, 1947; summer study at University of North Carolina.

Orval L. Phillips, B.A., M.A. — Acting Head, Department of Mathematics
Assistant Professor of Mathematics

B.A., East Texas State Teachers College, 1933; Aerological Engineering Degree, United States Naval Academy, 1943; M.A., North Texas State Teachers College, 1946.

Ida Mae Pieratt, A.B., M.A. — Assistant Professor of Commerce

A.B., Berea College, 1939; M.A., University of Kentucky, 1944.

Moran Pope, B.S., LL.B. — Acting Alumni Secretary

B.S., Mississippi Southern College, 1944; LL.B., University of Mississippi, 1948.

[4]Roy A. Pulliam, B.S., M.A. — Head of Elementary Education Department
Professor of Elementary Education
Director of Reading Clinic

B.S., Union University, Jackson, Tenn., 1932; M.A., George Peabody College, 1939; graduate student, George Peabody College, 1942-43.

Pauline Rawlings, B.S.Ed., M.S.Ed. — Assistant Professor of Commerce

B.S.Ed., Indiana State Teachers College (Terre Haute), 1930; M.S.Ed., Indiana University, 1943; graduate study, University of Southern California, 1939.

Anna M. Roberts, B.A., M.A., B.S. in L.S. — Librarian
Professor of Library Science

B.A., Vanderbilt University, 1920; M.A., ibid., 1922; B.S. in L.S., University of Illinois Library School, 1933; graduate student, University of Chicago Graduate Library School, 1938.

[1]H. William Rodemann, B.S., M.A. — Assistant Professor of History and Sociology

B.S., University of Tennessee, 1939; M.A., Oberlin College, 1946; study toward Ph.D., University of Chicago, 1948-49.

Gilbert T. Saetre, B.S., M.A. in Mus.Ed. — Associate Professor of Instrumental Music Education
Conductor of College Band

B.S., New York University, 1930; M.A. in Mus.Ed., ibid., 1930; student of John Neff and Albert Clark (brass); Alfred Friese (percussion); Hollis Dann, and John Warren Erb and Hugh Ross (conducting).

Hubert A. Shands, A.B., A.M., Ph.D.—Professor of English Emeritus
Professor of Foreign Language Emeritus
A.B., University of Mississippi, 1890; A.M., ibid., 1891; Ph.D., ibid., 1893; University of Halle-Wittenberg, Germany, 1902.

H. A. Smith, B.S.—Assistant Football Coach
B.S., University of Mississippi, 1947.

W. F. St. Clair, B.S., M.A.—Assistant Professor of Physics
B.S., University of Florida, 1937; M.A., University of Alabama, 1940.

O. C. Steede, B.S., M.A.—Assistant Professor in Extension
B.S., Mississippi Southern College, 1929; M.A., George Peabody College, 1939; graduate student, ibid., 1946.

J. D. Stonestreet, B.S.—Assistant Coach
B.S., Mississippi Southern College, 1936.

Wilbur W. Stout, B.A., M.A., Ph.D.—Head of Division of Language and Literature; Professor of English
B.A., University of North Carolina, 1921; M.A., ibid., 1922; Ph.D., ibid., 1926.

C. E. Stuart, B.S.—Assistant Football Coach
B.S., Mississippi State College, 1928.

William Herbert Sumrall, B.S., B.A., M.A., Ph.D.—Dean of Graduate Studies
Professor of Psychology
B.S., Clarke College, 1915; B.A., Mississippi College, 1924; M.A., ibid., 1925; Ph.D., Indiana University, 1929.

James R. Switzer, B.S., M.S.—Assistant Professor of Health and Physical Education
B.S., Mississippi Southern College, 1941; M.S., Louisiana State University, 1947.

Ernestine Thomae, A.B., M.A.—Assistant Professor of English and Modern Language
A.B., Mississippi State College for Women, 1914; M.A., George Peabody College, 1926; graduate student, George Peabody College, 1930.

Orville Thomas, B.S.—Instructor of Industrial Arts
B.S., Mississippi Southern College, 1937; graduate student, University of Alabama, 1946, summer 1948.

Amelia Thompson, B.S., M.S.—Assistant Professor of Home Economics
B.S., Judson College, 1916; M.S., University of Tennessee, 1938.

Jess E. Thompson, B.S., B.A., M.S.—Instructor in Health and Physical Education
B.S., Central State College, 1930; B.A., ibid., 1930; M.S., Oklahoma A. & M., 1937.

Sam B. Tidwell, B.S., M.A.—Assistant Professor of Accounting
B.S., in Higher Acct., Bowling Green College of Commerce, 1942; M.A., Business Education Dept., George Peabody College for Teachers, 1947.

Henry Grantham Turner, B.S., M.A.—Assistant Professor of Economics
B.S., University of Pennsylvania, 1926; M.A., Columbia University, 1929.

Thad Vann, B.S.C.—Head Coach
B.S.C., University of Mississippi, 1929; graduate student, University of Mississippi; Louisiana State University; Northwestern University.

F. A. Varrelman, A.B., A.M.—Associate Professor of Biological Sciences
A.B., University of California, ; A.M., Columbia University, ; graduate student, Missouri Botanical Gardens; New York Botanical Gardens; University of Chicago; University of Vienna, Austria.

Hewitt B. Vinnedge, A.B., A.M., B.D., S.T.M., Ph.D.—Professor of History and Religious Education
A.B., Miami University, 1921; A.M., University of Chicago, 1922; B.D., Nashotah House Seminary, 1933; S.T.M., ibid., 1942; Ph.D., Marquette University, 1928.

Irene Walden, B.S. M.A.—Critic Teacher, Second Grade
B.S., George Peabody College, 1939; M.A., ibid., 1944.

[5]Ernest W. Walker, B.B.A., M.B.A.—Acting Instructor in Economics
B.B.A., University of Mississippi, 1948; M.B.A., ibid., 1948; graduate student, Duke University, 1948-49.

J. Fred Walker, B.A., M.S., Ph.D.—Head of Division of Biological Sciences
Professor of Biology
B.A., University of Mississippi, 1927; M.S., ibid., 1931; Ph.D., State University of Iowa, 1935.

Benjamin Q. Ward, B.A., M.A.—Assistant Professor of Biological Sciences
B.A., University of Texas, 1945; M.A., ibid., 1947.

Nobie Ruth Warren, B.S.—Director of Nursery School
Instructor in Child Development
B.S., Mississippi Southern College, 1945; graduate study, University of Tennessee, summer 1947, 1948.

Angeline Watkins, B.S., M.A.—Assistant Professor of Physical Education for Women
Y.W.C.A. Graduate School, 1934-35; B.S., Mississippi Southern College, 1936; M.A., Columbia University, 1942.

Allie Webb, A.B., M.A.—Assistant Professor of English
A.B., Mississippi State College for Women, 1922; M.A., Teachers College, Columbia University, 1927; graduate student, University of North Carolina, 1936. 1938, 1940.

J. Dale Welsch, A.B., A.M., Ed.D.—Head of Division of Speech and Dramatics; Professor of Speech
A.B., Iowa State Teachers College, 1922; M.A., University of Iowa, 1929; Ed.D., University of Denver, 1944.

Leon A. Wilber, B.A., M.A., Ph.D.—Head of Division of Social Studies
Professor of Social Studies
B.A., University of Michigan, 1927; M.A., ibid., 1929; Ph.D., ibid., 1939.

Annette B. Wilder, B.A., M.A.—Librarian, Demonstration School
Critic Teacher, Language
B.A., Mississippi Woman's College, 1929; M.A., George Peabody College, 1948.

John William Wills, B.A., M.A.—Instructor in Speech and Dramatics
B.A., Mississippi College, 1941; M.A., University of North Carolina, 1948.

Rowlene Womble, Mus.B., Mus.M.—Assistant Professor of Music Education
Supervisor of Music Education at Demonstration School
Mus.B., Mississippi State College for Women, 1943; Mus.M., Northwestern University, 1947.

[1] Leave of absence for graduate study, 1948-49 session.
[2] Appointment effective summer quarter, 1948-49 session.
[3] Resigned effective January 1, 1949.
[4] Resigned effective November 10, 1948.
[5] Appointment effective spring quarter, 1948-49 session.

GRADUATE ASSISTANTS

Philip G. Grice, B.S. — English
Murray W. Kenna, B.A. — Commerce
Perry Waldvogel, B.S. — Physical Education

GRADUATE FELLOWS

Elizabeth Bustin, B.M. — Music
Jen-chi Chang, B.A., M.A. — Education
Rubye Gandy, A.B. — Elementary Education
Mary Stuart Harmon, B.S. — Music
Rebecca Hathorn, B.A. — Reading Clinic
Robert L. Johnson, B.S. — Social Studies
Jeanne King, B.S. — Guidance
Wilma Walker, B.S. — Elementary Education
Kathryn Williams, B.M. — Music

INSTRUCTIONAL ASSISTANTS

Robert P. Cameron, B.S. in C.E. — Mathematics
Joe Hurst, B.S. — Biology
Prentiss Jones Walker — Biology

STAFF MEMBERS

Margaret R. Arnold, B.S. — Asst. Secretary to Financial Secretary
Margaret P. Barrett — Secretary to Extension Division
E. V. Bridges — Electrician
Mary Belle Burt — Clerk, Financial Secretary's Office
Lottie Carter — Hostess, Hattiesburg Hall
Jeaneanne Coleman — Clerk in Registrar's Office
Ettie Mae Daniels — Hostess, Weathersby Hall
S. S. Donald — Night Watchman
H. Irl Ellzey, B.S. — Appraiser in Veteran's Advisement Center
W. W. Eubanks, B.S., M.S. — Director of Grounds
Martha Frances Gandy, B.A. — Psychometrist and Secretary to Veteran's Guidance Center
Doris Gaston — Secretary, Commerce Division
Jesse Gore — Manager of College Bookstore
Marie Grice — Clerk, Financial Secretary's Office
Mrs. Jack Griffin — Dormitory Hostess
Katherine Louise Grimes, B.S. — Secretary to Deans of Men and Women
Alleen Hathorn, B.A. — Secretary to Dean of College
W. M. Helton — Engineer
Amy Heninger — Mimeograph Clerk
Miriam B. Howell — Postmistress
Ruby N. Howell — Secretary in Extension and Correspondence Division
Laverne Johnson, B.S. — Secretary to Demonstration School
Emma Jones — Secretary to Home Economics Division
Dorothy D. Lenoir — Assistant Registrar

Joyce G. Lindsey—Assistant Secretary to the Registrar
Corinne McLure—Hostess in Student Union and Pan Hellenic Buildings
Jane C. McInnis—Secretary to President
H. C. McLeod, M.D.—College Physician
Lorene Mangum—Secretary, Reading Clinic
Betty Adine Miller, B.A.—Secretary to Dean of Graduate Studies Division
Mildred Morgan, B.S.—Secretary to Head of Division of Education
V. M. Morgan—Bookkeeper
Katherine M. Nix—Secretary and Clerk, Financial Secretary's Office
Mary Donavan Parker—Coordinator, Veterans' Affairs
Frances Sandling—Assistant Dietitian
W. C. Shoemake—Superintendent, Veterans' Village
Helen Singleton—Hostess, Forrest County Hall
Marianna S. Slay—Asst. Secretary in Extension and Correspondence Division
Beedie E. Smith, R.N.—College Nurse
Nell Stonestreet—Hostess, Stadium Dormitory
Harry Thomas, B.S., M.A.—Director, Veterans' Advisement Center
Elissa P. Weeks—Dormitory Hostess
Annette B. Weems—Recorder, Registrar's Office
Lindley Williams, B.S.—Dietitian and Manager of College Cafeteria
Delia Yelverton—Hostess, Mississippi Hall

*FACULTY COMMITTEES, 1948-1949

Academic Honors: Stout, Austin, Wilber, Lowrey, Bolton.

Administrative Council: McLemore, Marsh, Dawson, J. F. Walker, Lowrey, Stout, Darby, Bigelow, Hickman, McQuagge, Wilber, Austin, Pulley, Hall, Sumrall, Gough, Roberts, Smalling, O. Thomas, Fritzsche, McCarver.

Art: Lok, D'Olive, Vinnedge, Nydegger, Hawkins.

Athletic: Hall, McCarver, Smalling, Green (ex-officio).

Calendar: McLemore, Gough, Marsh, H. Jackson, McDonald, McQuagge, Lowrey.

Certificates and Graduation: Stout, Pulley, J. F. Walker, Harlan, Phillips.

Chapel Program: McLemore, Lowrey, Marsh, Gough, J. F. Walker, Wills, President of Christian Federation, President of Student Body.

Christian Federation: J. F. Walker, E. Jones, H. Jackson, Wilber, Vinnedge, Gough, Womble, Gonzales, E. Q. Campbell, Magee, Thomae.

Courtesy: E. Jones, A. Thompson, D'Olive, Hickman, W. Jackson, P. Campbell, Ford.

Credits: McLemore, Pulley, J. T. Davis, Webb, St. Clair.

Curricula: McLemore, Bigelow, Sumrall, Wilber, Marsh, Stout, Fritzsche, Lowrey, Miller, Dawson, Austin, J. F. Walker, Pulley, McCarver, Gough, Frazier, Welsch.

Discipline: Austin, Dawson.

Examinations: McKee, J. Jones, Wilber, Ward, Jenkins.

Extension and Correspondence: J. R. Johnson, Fortune, W. W. Moore, Steede, Miller, Phillips, Lok.

Fraternities and Sororities: Lowrey, Gough, Palmer, Olsen, O. Thomas, Roberts, McCarver, Fortune, Hawkins.

Graduate Studies: Sumrall, McLemore, Wilber, Bigelow, Marsh, McCarver, Lowrey, Napier, Miller, Stout.

Health: Frazier, McEvilly, Smalling, Felder.

Housing: Smalling, Gough, Eubanks, Wilber.

Landscaping: Eubanks, Smalling, Varrelman.

Library: Roberts, Stout, McQuagge, Wilber, Frazier, Sumrall, Wilder, Landskov, Varrelman.

Lyceum: Marsh, St. Clair, Stout, Saetre, Hutchins.

Mississippi History Affairs: McLemore, Stout, Bolton, Hickman, Roberts, M. Davis, Gonzales.

Placement Bureau: Hall, Bigelow, Marsh, A. Thompson, Landskov.

Publications: Stout, Cogdell, Hickman, McLemore, Palmer, Students.

Publicity: Cogdell, Marsh, Pulley, Green, Smalling.

Scholarship: McLemore, Pulley, A. Thompson, Sumrall, Ader, Olsen, Lowrey, Gough, McKee.

Student Enrollment: Austin, Green, A. Thompson, Hickman, Marsh, King, Darby, Cogdell, Bigelow, Hall, McKee.

Student Social Life: Lowrey, E. Q. Campbell, Palmer, H. Jackson, Watkins, Gough.

Veterans: Austin, Marsh, Frazier, Vann, Wilber, Darby, Nydegger, Hurst, J. Jones.

Visual Education: Wilber, Oliver, Frazier, Hall, D'Olive.

* The President of the College is ex-officio member of all committees.

GENERAL INFORMATION

HISTORICAL

The obvious need for better-educated teachers for all public schools of Mississippi and the organized efforts of the State Teachers Association culminated during the legislative session of 1910 in an enabling act establishing the Mississippi Normal College. This victory of progressive and democratic leadership inspired the first Board of Trustees to make broad and far-reaching plans for the new institution. The generosity of Forrest County and Hattiesburg in offering $260,000 in cash, 840 acres of land and other valuable considerations for the privilege of having the college located in Hattiesburg, enabled the newly-elected president and the board to begin the construction of buildings.

In the spring of 1912, the Board of Trustees, upon the recommendation of President Joe Cook, elected the first faculty of eight men and ten women.

In September 1912 the college opened with an enrollment of 220 students. The course of study, prescribed by legislative enactment, consisted of a certificate course and a diploma course. Though today these beginnings seem humble, academically and otherwise, faculty and students were filled with a crusading spirit, a determination that the Mississippi Normal College should do its full share in bringing a better life to the people of the state. The need for such an institution and the success with which it was fulfilling its purpose was evidenced by an increase in the enrollment from 220 in the regular session of 1912-13 to 791 during the regular session of 1915-16 and 894 during the 1916 summer session.

The urge for a more democratic system of education resulted, in 1912, in the establishment of the first consolidated high school in the state. The rapid development of rural high schools and the improvement of other high schools enabled all the colleges of the state to drop their preparatory courses. The course of study of the Mississippi Normal College was raised, and in 1922 the legislature authorized the college to grant degrees. In 1924 the name was changed to State Teachers College, and by 1929 the diploma course was dropped, the old certificate course having been discontinued several years before.

The improvement in the general standards of the college led to greater development in certain divisions. In 1928 the Home Economics Department was certified for the training of vocational home economics teachers. In 1934 the Board of Trustees authorized the degree of Bachelor of Music. In 1938 the Bachelor of Arts degree was authorized, and in 1940 the name was changed to the Mississippi Southern College.

With the close of World War II and the inauguration of the present administration, the college entered upon its fourth great period of enlargement and development. In 1946 the college was given authority to grant the Master of Arts degree. The graduate school enrollment for 1948-49 was 200. The undergraduate enrollment for 1948-49 was approximately 2,000. In 1949-50, two new divisions, the Division of Speech and Dramatics and the Division of Practical Arts, will be organized. Thus Mississippi Southern College is still in the forefront of the struggle to bring a more abundant life to the people of Mississippi.

PURPOSE OF THE COLLEGE

Mississippi Southern College was founded for the purpose of serving the people of Mississippi. Although this service has been mainly in the field of teacher education, the college now offers strong courses in liberal

arts, pre-professional, fine arts, and many practical phases of knowledge.

While the College is primarily concerned with resident teaching, through various extension centers, resident centers, workshops, and through correspondence courses it reaches citizens in all parts of Mississippi and in various parts of the world. During the 1948-49 session it is estimated that over 3,000 individuals have been served by the college, both on-campus and off-campus.

The college is proud of the friendly relationship between students and faculty members and every attempt is made to work with students as individuals in their educational, social, and religious development.

THE PHYSICAL PLANT

Mississippi Southern College is located in Hattiesburg, near the center of South Mississippi. Excellent rail and bus transportation services and a splendid highway system make it easily accessible to all parts of the state. The City of Hattiesburg provides excellent religious, social, recreational and shopping facilities for the college students. There are busses from the heart of the city to the campus every fifteen minutes.

Mississippi Southern's campus consists of 840 acres, 200 of which lie within the city limits of Hattiesburg. Included on the main campus are the principal buildings of the College, the College Farm, and a nine-hole golf course. The campus buildings are conveniently located and the grounds are beautifully landscaped. In addition to the permanent buildings listed below, there is a Veterans' Village including 67 apartments, and two temporary buildings used for instructional purposes. There was also under construction in the spring of 1949 a men's gymnasium and a women's gymnasium.

The Administration Building is a beautiful structure housing the offices of the Administration, and the Post Office.

The Auditorium has a seating capacity of 1536 and stage facilities for the largest dramatic productions.

College Hall is a three-story, fire-proof building containing recitation rooms and offices.

Science Hall is a four-story fire-proof building containing classrooms and laboratories especially designed for science and commerce. The lower floor houses the Veterans Advisement Center, the bookstore, and "Wimpy's." A new brick two-story fire-proof building now adjoins Science Hall. On the lower floor is the Social Center, with well appointed recreation rooms for both men and women. Beautiful French doors open onto a porch which connects the Social Center with the sunken garden. On the second floor is a small auditorium or lecture room seating 200, with one side divided into offices for various religious groups on the campus.

Joe Cook Memorial Library is a two-story brick building containing four large reading rooms, reference and periodical rooms, offices, and stack rooms for 75,000 volumes.

The Home Economics Building is a two-story structure in which are housed the **Nursery School** (the first in the state), classrooms, and laboratories of the Home Economics Department.

Home Management Cottages are frame dwellings on the campus used by the Department of Home Economics for training of students in management of household affairs.

The Demonstration School is a modern building of fourteen rooms and

an auditorium. It affords facilities for observation, participation, and practice teaching in all twelve grades of public school work.

Demonstration School Gymnasium is a brick structure, enlarged and renovated during 1934 with the aid of funds from the Federal Government. Besides an ample playing floor and facilities for an audience of seven hundred people at games and exhibitions, it contains offices, storage rooms, lockers, showers, dressing rooms, and a lecture room. A recent addition has been a two-story frame annex available for class work and offices.

Hattiesburg Hall and Mississippi Hall are dormitories for women. Both are three-story, fire-proof buildings of modern construction. They contain comfortable bedrooms and reception halls, and well appointed bathrooms on each floor.

Forrest County Hall is a three-story, fire-proof building of modern construction with a spacious reception hall. Each floor has comfortable bedrooms and well appointed bathroms. It is a men's dormitory.

Stadium-Dormitory is a dormitory for men. It is a fire-proof building constructed on modern lines, housing one hundred and sixty men. The stadium will seat six thousand people at Faulkner Field and furnishes the facilities of an athletic clubhouse. Temporary stands on the opposite side accommodate 2500 people.

The Band Hall, a two-story brick structure, is used by the Band and by the Industrial Arts department.

The Hospital is a two-story structure adequate for taking care of the minor ailments of students. A trained nurse is in charge and on hand at all times, and the regular college physician is subject to call to give medical attention to students needing emergency treatment.

The Cafeteria is a modern structure with seating capacity of one thousand. It has all modern conveniences for reducing labor to a minimum, for storing and preserving foods, and for serving well-planned, attractive meals.

The Power House is a sixty thousand dollar fire-proof structure erected in 1934. It houses the central heating plant and work shops for the college engineers.

Swimming Pool, 45′ by 105′, recently constructed, with showers and locker rooms adjoining, and lighted for night use, is of modern design with machinery for filtering and purifying the water every eight hours.

The Memorial Station, at the campus entrance, is a small, beautiful structure given by students, faculty, officers, and friends of the college, and erected in honor of the students, officers, and faculty members who participated actively in the World War of 1914-1918.

McCleskey Hall is a fourteen apartment building for faculty members. There are four three-bedroom apartments, six two-bedroom apartments, two one-bedroom apartments, and two efficiency apartments.

McMillin Hall is a 24-apartment house for Veterans of World War II. Each apartment consists of a livingroom-bedroom, a bathroom and kitchen.

Weathersby Hall, a new dormitory for men, is a brick fire-proof building constructed on modern lines, housing 120 students.

The Pan-Hellenic Building is a new frame two-story building housing sorority rooms upstairs, and one sorority room, hostess apartment, general kitchen, and spacious lobby downstairs.

The Department of Music is housed in a new temporary **Music Hall**, a large modern frame building devoted entirely to musical purposes, housing

fifteen teaching studios, twenty-four practice rooms, each equipped with one or more pianos, a small auditorium seating 150, an instrumental room used for the Little Symphony and Symphonic Band rehearsals, a choral room for the Vesper Choir and Choral Union rehearsals, two classrooms, and listening room with large record library.

ADMINISTRATION OF THE COLLEGE

Mississippi Southern College is one of seven state-owned and operated colleges and the University under the control of a Board of Trustees of Institutions of Higher Learning in Mississippi. This twelve-person Board is the result of a constitutional amendment which directs that one trustee be named from each of the seven congressional districts, one from each of the three supreme court districts, and one from the state-at-large. Each trustee is appointed for a twelve year term and the term of office of four members expires each four years. The entire state is thus represented in the management of the college.

The principal administrative officers of Mississippi Southern College are as follows: Dean of the College, Dean of the Graduate Division, Registrar, Financial Secretary and Business Manager, Dean of Student Welfare and Dean of Women.

The College is administered through the following academic and teaching service organizations:

1. Biological Sciences
2. Education and Psychology
3. Fine Arts
4. Health and Physical Education
5. Home Economics
6. Language and Literature
7. Physical Science and Mathematics
8. Speech, Radio and Dramatic Arts
9. Practical Arts
10. Graduate Studies
11. Extension and Correspondence
12. Social Studies
13. Commerce and Business Administration
14. Guidance

STUDENT LIFE AND SERVICES

LIVING ACCOMMODATIONS

Students not living in their homes should arrange to live on the campus if possible. Reservation may be made by sending $8.00 to the Financial Secretary. Students who wish to room together should make their reservations at the same time. Room reservations are accepted subject to the approval of the student's application for admission to the College. Rooms are reserved in the order in which room fees are received. The room reservation fee is credited to the student's account at the time of registration. No room deposit can be refunded unless the reservation is cancelled ten days prior to the opening of the quarter for which the reservation is made.

Rooms are equipped with the following furniture: Two single beds with comfortable inner-spring mattresses, a dresser, a chest of drawers, lavatory, two chairs, and a study table. Students must furnish all linens, bed covering, pillow, curtains for windows and closet doors. Dormitories are equipped with air ventilation system.

Furnished apartments at moderate rentals are available to married students, both veteran and non-veteran, at Shelby Village, located 13 miles south of the campus. Convenient busses are operated. Rentals vary from $42.00 to $57.00 for the quarter, including utilities. Write for particulars.

A limited number of trailers, houses and apartments are available for married Veterans of World War II on the campus.

If the dormitories are filled, living accommodations outside the dormitories must be approved by the college authorities.

Further information concerning housing may be obtained from the office of the Financial Secretary.

All students not living in their own homes, whether rooming in the dormitories or in private homes, or rooming houses, are subject to the regulations, control and supervision of the College. The College uses its efforts to safeguard such students, but no responsibility can be assumed.

Women students under twenty-five years of age who are not housed in their own homes or the homes of near relatives must live on the campus.

The dormitory lobbies, which serve as social and recreational centers, are supplemented by the Student Center, which contains the student lounge, the student store and snack bar, a small auditorium, and offices for the religious organizations, the student government, and student publications. Here the students gather for social chats, to listen to music, and for other cultural and recreational purposes.

The Pan-Hellenic house, the gymnasium, the field house, and the gymnasium annex also are available for social activities. A private dining room adjoining the cafeteria may be used by clubs and organizations for banquets, dinners, and teas.

The College cafeteria serves well-planned, attractive meals at moderate prices.

HEALTH SERVICES

The health record of the College is an enviable one. Our health education program, which aims at teaching each person how to assume responsibility for safeguarding his health, is supplemented by the health services which the College offers.

Every student receives a medical examination at the time of fall quarter registration. Students are expected at this time to furnish evidence of inoculation against smallpox and typhoid, or to receive such inoculation.

Following the medical examination, interviews are held with individual students to guide them to indicated programs and remedial procedures. Physical education courses may be assigned in accordance with the results of this examination. The College reserves the right to require a medical examination of any student at any time. No student's registration is complete without a medical examination.

The College maintains a medical clinic for the use of the students. A graduate nurse is on duty at the clinic at all times, and the college physician is subject to call. Ordinary drugs and limited hospital facilities and services are available in the clinic. In cooperation with the county health office and the State Board of Health, psychiatric counseling may be made available.

SCHOLARSHIPS AND LOANS

There are a number of scholarships offered to students of Mississippi Southern College. Some of these scholarships are given by the college and others are awarded by organizations interested in encouraging promising students to continue their college education.

Students who are interested in securing a scholarship or a loan should write the President of the College.

Information about scholarships for graduate students may be secured from the Dean of the Graduate Division.

Employment Opportunities: A number of students are employed by the College both in secretarial and clerical work and in maintenance of buildings and grounds.

The purpose of this employment is primarily to assist the student in earning a small part of his school expenses. Inquiries concerning these work assignments should be addressed to the President of the College.

The College also maintains a service to assist students in finding part-time employment in and near Hattiesburg.

Students should remember, however, that their first business is to benefit by their college program. Usually a student who spends an hour or more a day earning money must reduce his study load. Students should not expect to be able to earn a considerable part of their expenses and at the same time carry a full academic load.

COUNSELING STUDENTS

Orientation: At the beginning of the fall quarter, freshmen and transfer students, together with certain student leaders, reach the campus a few days before the remainder of the student body arrives. These few days are devoted to an orientation program, intended to assist the new students in planning for and securing maximum benefit and maximum happiness at Mississippi Southern College. Much of the orientation program is planned and carried out by student leaders, whose fresh recollection of their own experiences during their early days on the campus lends immediate practical value to the program.

The Testing Program: As a part of orientation, new students take a psychological examination and a battery of achievement tests. These tests aid advisers in planning a course of study and provide a basis for exempting superior students from certain courses.

The College maintains a testing center and diagnostic service which are available to students at all times.

Academic Guidance: Mississippi Southern College attempts to provide adequate academic guidance for its students. All students who have chosen their major fields are assigned to the professor in charge of the department. Students who have not selected majors are assigned to other members of the faculty, but upon choice of a major, they are transferred to their major professor. Students who are pursuing pre-professional curricula have special advisers whose interests and training enable them to give the student adequate guidance.

These advisers undertake to aid the students in the planning of their course of study and in meeting any other problems of college life. Regular conferences are planned by the advisers but students are urged to consult their advisers whenever any problem arises. In addition to the regularly assigned advisers the President and other administrative officers are available to students who have unusual problems.

Remedial Services: When the testing program and the student's academic record indicate need of remedial study, the College offers unusual facilities for such study. Corrective procedures under the specialists in the reading clinic, and tutorial work in areas of deficiency are available.

Veterans Advisement Center: The veteran's advisement center, maintained on the campus cooperatively by the College and the Veterans Bureau, makes available to veterans, not only vocational guidance but other specialized counseling services.

Services of the Deans: Students will find a friendly welcome in the offices of the deans. The Dean of the College has general supervision of

all activities, with a special responsibility for academic problems. The Dean of Men serves also as Director of Student Welfare. He is interested in the whole area of student life and services. The Dean of Women has a special interest in activities that contribute to the development of social competence among the students. The Dean of the Graduate Division has a special responsibility for the counseling of graduate students. The deans are ready at all times to assist students and student organizations in the solution of their problems.

STUDENT GOVERNMENT

The constitution of the Student Government at Mississippi Southern College states that the functions of the organization are "to regulate and control social activities and ethical behavior, to strive toward a higher academic standard, to promote democratic principles, and to serve the general welfare of the students."

Officers of Student Government are elected by direct vote of the students. The governing council consists of these officers plus representatives of various student groups and organizations.

Many functions of student government are carried out through various standing committees, chief of which are the discipline committee and the committee on social life.

The discipline committee has as its first function, the planning and stimulation of attitudes and activities that will make it unlikely that serious breaches of discipline will occur. The discipline committee also sits as a court of appeals in disciplinary matters, when needful. The operation of the program has been so successful that such appeals rarely occur.

Many of the functions of the discipline committee are allocated, in practice, to the women's student government organization in the women's dormitories, and to the dormitory councils in the men's dormitories. It is by these groups that much of the work relating to the first function of the discipline committee is done.

The committee on social life has been exceedingly active and successful in overall supervision of social affairs on the campus and in direct management of affairs that concern the whole student body, such as the annual Christmas dinner and Christmas parties, the Student-Government-sponsored balls each quarter, and social activities related to varsity athletic contests.

Student Publications: The **Student Printz** is the college newspaper. The **Printz** is published weekly by a staff of students under the direction of faculty advisers. It provides a medium through which the students may express themselves and serves as an agency for disseminating news among the students and alumni. **The Southerner** is a yearly publication. It is published by a student staff under the direction of a faculty adviser.

Religious Life: The Mississippi Southern College is a state school and entirely non-sectarian. Religious life is encouraged and every effort made to cooperate with the local churches. The Christian Federation unites the activities of all religious groups on the campus. Its executive council is composed of two elected representatives of the student body who serve as chairman and vice-chairman, and the presidents of all religious organizations on the campus. The Federation works through a number of committees whose chairmen form the Federation Cabinet. The Christian Federation seeks to provide channels for worship and religious development on the campus. It sponsors Religious Emphasis Week each spring. The Federation is financed by a percentage of the proceeds from Wimpy's, the campus store.

The Wesley Foundation, the Baptist Student Union, The Y. W. A., The

Westminster Fellowship, The Canterbury Club, and the Newman Club are student denominational groups.

A number of ministerial students and active pastors of churches in and near Hattiesburg are students of the College. They have organized themselves into the Ministerial League, for worship and study.

HONORARY AND ACADEMIC ORGANIZATIONS

Pi Tau is an honorary fraternity composed of men who have superior academic records and have attained positions of leadership in student activities. Membership in Pi Tau is limited to juniors and seniors and may not exceed three per cent of the number of male students.

National Honorary Fraternities and national organizations having chapters on the campus include Pi Omega Pi (honorary commerce fraternity), Alpha Epsilon Delta (honorary fraternity for pre-medical students), Alpha Psi Omega (honorary dramatic fraternity), Alpha Mu Chi (honorary music fraternity) the Future Teachers of America, the International Relations Club, the Women's Athletic Association, and the Home Economics Club.

Other honorary and academic organizations among the students include the "M" Club, the Honorary Accounting Fraternity, the Honorary Commerce Society, Pre-Medical Club, the Pre-Legal Club, the Southern Players, the Debate Club, the Sociology Club, the Philosophers Club, the Modern Language Club, the Elementary Council, the Physical Education Majors Club, and the Graduate Club.

All these organizations engage in worth while activities in line with the interests of their members. The Southern Players have given dramatic productions on the campus and in other towns. The Debate Club is active in inter-collegiate competition.

The Hattiesburg Choral Union is an Oratorio Chorus composed of students and citizens of Hattiesburg, which meets once a week for the purpose of studying the great master choral works. They present "The Messiah" at Christmas time.

The Vesper Choir is a choral organization composed chiefly of students. For many years it has been the custom for the choir to tour the state during National Music Week, presenting programs of sacred and secular music. The choir sang in Philadelphia, Pa.; Indianapolis, Ind., and Dallas, Tex., before the National Federation of Music Clubs, and has sung before the Louisiana State Federation of Music Clubs.

The Band is made up of students and is maintained to play for the athletic events and other student activities. The band furnishes an opportunity for students desiring band work to become more proficient and provides practice teaching for those desiring to be band masters.

ATHLETICS

Mississippi Southern College is a member of the Gulf Coast Conference and the Southern Intercollegiate Athletic Association. Varsity teams from the College have taken part in competition in football, basketball, baseball, tennis, golf, and swimming. The program is being expanded to add other sports in 1949. The College has a creditable record. Its football team has been undefeated since 1946 in S.I.A.A. competition and was the 1948 Gulf Coast Conference Champion.

Seasonal intramural sports under the supervision of the Division of Health and Physical Education give every student an opportunity to take part in competition. The intramural program has included tennis, golf,

bowling, water sports, touch football, basketball, soft ball, table tennis, and other activities.

The College golf course, tennis courts, swimming pool, and gymnasium facilities are available to the students for recreation.

OTHER ORGANIZATIONS

Six social fraternities hold membership in the Inter-Fraternity Council of the College. They are Kappa Alpha, Kappa Sigma, Phi Kappa Tau, Alpha Delta Mu, Sigma Zeta and the Colonial Club. The first three named are national.

Five social sororities hold membership in the Pan-Hellenic Council of the College. They are Alpha Sigma Alpha, Delta Sigma Epsilon, Sigma Sigma Sigma, Mu Omega, and Sigma Theta Kappa. The first three named are national. Pan-Hellenic Council has supervision of the Pan-Hellenic House, which is used for social purposes and in which the sororities hold their meetings.

Other student organizations include chapters of the American Legion and the Veterans of Foreign Wars.

EDUCATIONAL AND RECREATIONAL TRIPS

The nearness of the College to such centers of interest as New Orleans, Natchez, Mobile, Jackson, and the Gulf Coast makes possible an unusual program of excursions and week-end trips. Planned visits to these centers of interest are a part of the regular program of some of the divisions of instruction and of various student organizations.

BEST CITIZEN AWARDS

At the beginning of each academic year the President appoints a secret committee from the faculty whose duty it is near the end of the academic year to select two students who through superior character, leadership, and scholarship, have made the greatest contribution to the life of the college during the year. One man and one woman are selected. Upon recommendation of this committee the students so selected shall receive the Best Citizen awards as a public recognition of services.

Since the institution of the Best Citizen Awards in 1936 the following students have received such recognition: 1936—Miss Mary Evelyn Blanks and Mr. Shelby Rogers; 1937—Miss Katie Ruth Field and Mr. Doris W. Rivers; 1938—Miss Lida Frances Gilliam and Mr. Thomas Carruth; 1939—Miss Virginia Cole and Mr. Buell Evans; 1940—Miss Ruth Martin and Mr. F. J. Dickey; 1941—Miss Hazeline Wood and Mr. Gerald Adams; 1942—Miss Dulcie Davidge and Mr. Leonard Lowrey; 1943—Miss Evelyn Hocutt and Mr. Moran Pope; 1944—Miss Wilda Mae Mason; 1945—Miss Doris Fredendoll; 1946 Miss Colleen Gilmore; 1947—Miss Bessie Jean Carraway and Mr. Leonard G. Anderson; 1948—Mrs. Opal Anderson and Mr. Daniel W. Dabbs.

PLACEMENT BUREAU

The Mississippi Southern College maintains an active program of job placement, with special emphasis on teacher placement. It attempts to keep in constant touch with the demands and requirements of the schools of the state and with the qualifications of its graduates who are trained for the teaching profession. A secretary is employed full time in actively furthering the service of the Bureau. The College has many calls for rural, elementary and high school teachers, and teachers of special subjects. Those students who have made good records in their fields and in the training schools, are always in demand. The Placement Bureau endeavors to serve the graduates, and the schools of the state by selecting carefully those whom it recommends to various positions.

A carefully organized system of records pertaining to the student's work in both his academic and professional course is on file. Confidential information organized in the most approved form for the convenience of school officials is available on a short notice.

Student credentials supply the following data relative to each candidate: (1) teaching experience in the public schools; (2) the curriculum pursued; (3) number of college hours in major and minor fields; (4) academic record in college; (5) comments from critic teachers, instructors, and various superintendents under whom the student has taught, and character references.

Any person interested may secure further information from the Director of the Placement Service at The Mississippi Southern College.

MISSISSIPPI SOUTHERN COLLEGE ALUMNI ASSOCIATION

The Alumni Association has been in existence since the fifth year of the college. During the early years its chief function was related to the placement service. Beginning with the session of 1945-46, the organization experienced a re-birth. Recognizing the fact that a "working" alumni association is vital to the development of the college, the executive committee began the organization of alumni groups in the various counties of the state.

Early in the 1945-46 session, the Executive Committee, in cooperation with the college administration, began the publication of the ALUMNI NEWS which is mailed to all alumni whose addresses are available. It is the desire of the committee that all of the graduates and former students of the Mississippi Southern College become active members of the Alumni Association.

Two meetings of the state-wide Association are held each fiscal year, the first at the annual Homecoming in the fall, and the second at the Mississippi Education Association convention in Jackson.

The president of the Association is Dr. W. J. Goyer; the vice-president is Mrs. John Lumpkin; the secretary is H. C. Odom; and the executive secretary is Moran Pope. The executive committee is composed of Sol Ingram, S. A. Brasfield, and C. L. Milling.

SPECIAL EDUCATIONAL SERVICES

LYCEUM ATTRACTIONS

The Hattiesburg Concert Association and the Mississippi Southern Vesper Choir arrange an annual series of concerts and attractions by celebated artists, dancers, and actors, which are held in the College Auditorium. General tuition fees cover the student admission to these events. The attractions offered in 1947-1948 were Vronsky and Babin, Christopher Lnych, The Cincinnati Symphony Orchestra, A Night in Old Vienna, Raya Garbasouva and Iva Kitchell .

GENERAL ASSEMBLY

A general assembly of the faculty and students is held every Monday morning from ten to eleven o'clock. The exercises include a devotional, and a wide variety of programs. The band, the choir, the orchestra, the Physical Education Club, the Home Economics Club, and other student organizations present very interesting programs. The faculty members are often called upon to give lectures in their special fields. The programs are enriched by the bringing in of specialists in varied fields of interest to talk to the students and faculty. Among the distinguished guests at chapel

programs have been Lord John Hope, conservative member of the British Parliament, John Metcalfe, news analyst, Kurt von Schuschnigg, former premier of Austria-Hungary, Franz J. Polgar, psychologist, and Ruth Bryan Owen Rhode, diplomat.

SOUTH MISSISSIPPI AUDIO-VISUAL FILM COOPERATIVE

More than seventy schools in South Mississippi have joined in establishing a film cooperative, which is housed in the Extension Division of Mississippi Southern College Each member of the cooperative buys sound films and places them in the library. The number of films deposited is based on the average daily attendance of the school. We have more than 700 reels of sound film in the library. Mississippi Southern furnishes a secretary to repair and rotate the films each week.

Any school in South Mississippi wishing to join the cooperative should write to the Director, Extension Division, Mississippi Southern College, for information.

THE READING CLINIC

In May, 1946 a Reading Clinic was opened at Mississippi Southern College. The clinical unit, consisting of offices, individual teaching rooms, a psychological testing room and observation rooms, is housed on the second floor of College Hall. The psychological testing room is equipped with "one-way" glass for the convenience of students doing observation in diagnostic and remedial reading and for parents who wish to observe their child being tested.

The clinic is equipped with the finest instruments and materials of instruction obtainable. An adequate library of interesting easy books is provided for pupils who find reading difficult. Use is made of teacher-made material and basal readers in the instructional program.

The objectives of the reading clinic are threefold: Namely (1) to assist children who are retarded in educational status because of some specific cause; (2) to train teachers in scientific diagnosis and remedial guidance; and (3) to execute research in the objective study and guidance of pupil life.

Remedial instruction in the clinic is offered on three levels: the elementary school level; the secondary school level; and the college level.

Children are referred to the clinic by teachers, parents, eye specialists and other agencies. The fee for a complete educational diagnosis and a program of remedial procedures and suggestive materials of instruction is $10.00. The fee for individual remedial instruction is $20.00 per month.

THE READING CONFERENCE

In connection with the program in the Reading Clinic, the annual Reading Conference (Education 104A, B, and C) is conducted the first term of the summer quarter. Outstanding authorities in the fields related to the work in the Clinic present papers, lead discussions and give demonstrations in the fields of their specialization. The faculty of the college demonstration school teach demonstration lessons in line with the general theme of the conference. The Reading Conference may be taken three times for credit. Teachers who have had the Reading Conference previous to this year should enroll for either Education 104B or C.

WORKSHOP PROGRAM

Mississippi Southern College operates a number of workshops during the spring and summer in strategic locations. These work conferences are open to school administrators and teachers, welfare workers, rural ministers and community leaders. The purpose of these work conferences is to furn-

ish opportunity for the solution of instructional problems under the guidance of experienced leaders and consultants.

In 1949 emphasis will be placed on efficient classroom teaching. Reading, health education, music education and arts and crafts as phases of a well-rounded school-community program will receive treatment.

Each workshop is five weeks in length. A member may use the credit for renewal of teachers' certificates, for professional advancement, for refresher courses in the field of his particular interest, or toward graduation. Three off-campus workshops may be applied as resident credit toward graduation, but such attendance cannot be counted in lieu of required attendance on the campus. Only undergraduate courses and problems are offered by Mississippi Southern College in off-campus workshops.

Fees for on-campus workshops are the same as those charged for other on-campus courses of comparable credit. Fees for off-campus workshops total $30.00 for eight quarter hours credit, plus a library fee of $2.50.

The demand for workshops on the part of teachers and administrators has steadily grown since this type of teacher-education was introduced at Mississippi Southern College, and it will not be possible to organize and staff such conferences in all communities desiring them. Hence, locations are determined on the basis of need and greatest service. Workshops are organized only in those communities where we may serve a substantial number of persons who cannot be adequately served from the campus, and where the full and positive support and cooperation of school officials is assured.

COURSES AT GULF COAST LABORATORY

Special courses in graduate and undergraduate Biology are offered each year at the Gulf Coast Research Laboratory at Ocean Springs, Mississippi. Accredited courses are given in the following fields of investigation: Marine Zoology, Field Botany, Mississippi Algae, Endocrinology, and Parisitology. The laboratory is open for undergraduate work only during the summer, but will be open for graduate research throughout the year. Students at the laboratory will have the unusual opportunity to work under the direction of professors selected from practically every senior college of the state and some from outside the state who are specialists in their respective fields of investigation. This laboratory is expected to become the rendezvous of Biologists from throughout the South.

The laboratory is a cooperative educational enterprise of all the senior colleges and is under the control of the Board of Trustees of the Institutions of Higher Learning, operated by the Mississippi Academy of Science. The laboratory has its own library which is supplemented by the libraries of our Senior Colleges. Recently a large lovely home located on the beach at Ocean Springs has been purchased which will be the Administration Building housing the library, cafeteria, and the main office. The Navy has turned over to the laboratory a large building and cafeteria equipment, valued at more than $100,000. One large boat, several motorboats will be available for collecting specimens. Work at the laboratory in the summer may appropriately be classified under the heading of recreation as well as study. Mississippi Southern College is the most conveniently located with respect to this laboratory of all the senior colleges of the state.

RESIDENT CENTER COURSES

Mississippi Southern College desires to make its facilities available to the citizens of the state in the most usable form. To this end, centers that provide facilities for courses carrying residence credit are to be established as the need justifies the approval of these centers by the Board of Trustees.

The first of these Resident Centers was opened at Meridian in December, 1948. It is hoped that others can be established soon.

Purpose: Resident Centers are established to provide opportunity for students to earn resident college credit without having to travel to the main college campus. Adequate classroom and library facilities will be provided so that both day and evening courses are available. Courses will not be limited to the needs of teachers and prospective teachers, but will also include courses in adult education, as the demand justifies. Some graduate courses will be available in the teaching field.

Credits: Courses will carry the same credit as when offered on the campus, and will require the same number of hours of classroom attendance. Students will be required to submit proper transcripts to qualify for a course, exactly as though registering on the campus. Transcripts of high school or previous college work should be sent to the Registrar, Mississippi Southern College, Station A, Hattiesburg, Mississippi.

Registration: All students will be expected to register on the opening day of each quarter. Those registering late will be charged a late registration fee of $2.

Fees: A fee of $4 per credit hour will be charged for each course. An additional charge of $1 per credit hour will be made to cover the use of the library facilities. Thus, a course carrying 4 quarter hours credit will require a total payment of $20 at the time of registration.

Information: The dates of registration and courses to be offered each quarter will be announced through the local schools and papers. Additional information may be secured by writing to the Director of Extension, Mississippi Southern College, Station A, Hattiesburg, Mississippi.

THE LABORATORY SCHOOL

The Laboratory School, commonly known as Demonstration School, is a fundamental part of the teacher-education program. It serves as an integrating center in which students from all divisions may do research in this particular field.

The first major purpose is to provide a modern school from the first through the twelfth grades. This program is designed to meet the needs of the children and the community which it serves

The second major purpose of the school is to provide college students with an opportunity to do observation, student teaching, and some educational research. The school gives to the prospective teacher, in as natural, realistic a setting as possible, the privilege of actually beginning his teaching career under intelligent and sympathetic supervision.

The school is housed in a modern brick building and organized on the basis of six years of elementary education and six years of secondary education.

NURSERY SCHOOL

The College Nursery School was established as a unit within the Division of Home Economics to provide a laboratory in which college students might observe the development and relationships of a group of normal, healthy young children and to participate in directing the various nursery school activities. The nursery school accommodates sixteen children between the ages of two and five years and operates on a full day's schedule (nine o'clock in the morning to three o'clock in the afternoon) five days per week. The daily program is planned so as to create an environment rich in possibilities for mental, physical, social and emotional growth of each

child. The group has an equal number of boys and girls in the various age groups.

The Nursery School which was the first to be established in the state, is located on the frist floor of the Home Economics Building. The Nursery School having ample space indoors and a large porch and fenced-in play yard outdoors, meets high standards in both space and equipment. Registration must be made with the Director of Nursery School well in advance of the time the child is to be enrolled.

LIBRARY

The Joe Cook Memorial Library, erected in 1939 near the center of the campus, is planned for the purpose of furnishing the students and faculty of the college modern facilities for reading and research under pleasant conditions On the first floor are reference, loan and technical services, the card catalog, and the first level of the stacks. Two main reading rooms: on this floor, the reserve room and the reference room have a combined capacity of 200. The periodical room is supplied with approximately 300 current magazines and a number of the best daily papers. At present there are approximately 38,000 books cataloged by the Dewey Decimal system. The library is a depository for government documents which are housed on the second floor. This floor also contains the graduate study room and the library science offices and class rooms.

The library is open on Monday, Tuesday, Wednesday, and Thursday from 7:45 a. m. to 10:00 p. m. and from 7:45 a. m. to 5:00 p. m. on Friday and Saturday.

THE CURRICULUM LABORATORY

Throughout the nation there are available vast resources of curriculum materials and learning aids. The task of bringing the best of these materials to a central workshop and the organizing of them for ready use is the primary function of the Curriculum Laboratory at Missisippi Southern College. Organized in 1948, on the recommendation of Dr. R. C. Cook, President of the college, it has grown in useful service, not only to the students and faculty, but to the school systems throughout the southern part of the state served by the department of education.

The Curriculum Laboratory was not established as a museum to which interested people might come to examine a fine collection of instructional materials. Nor is it just another reference library where pre-service and in-service teachers may examine professional books. The Director of the Laboratory and his staff have collected, organized, and made available these materials. But they also have and are making their public acquainted with the rich resources, and are promoting many activities that should make the Curriculum Laboratory a busy workshop.

The Laboratory is open from 8:00 A. M. straight through the day until 5:00 P. M. The Director of the Laboratory, or one of the student assistants, is on hand to answer questions and help locate materials. Throughout the year hundreds of questions are brought to us.

Frequently committees from college classes confer at the study table in our Laboratory. Some of these committees meet only once and for a short time; others return for numerous meetings.

Committees are free to select from the files and shelves as many materials as they wish. They often take these materials to the large conference table where they confer undisturbed. The Director of the Laboratory or specialists from the various college departments are called in on occasion for consultive purposes.

At the beginning it was necessary to make a decision regarding the

freedom to be given students and in-service teachers in their use of the Laboratory. It was recognized that the staff could more quickly locate materials and certainly more accurately refile them. On the other hand, it appeared equally logical that a better workshop spirit would prevail if the workshoppers would feel free to browse and fell free to select needed materials at will. The latter policy was adopted. Actually it has resulted in a great saving of time for the Laboratory personnel inasmuch as those who use the Laboratory facilities quickly catch on to the shelving and filing system.

Among the often-called for materials are: curriculum guides and courses of study; recource units; teaching units; child accounting forms; daily lesson plans; sources of charts, maps, and other graphic materials, sources of free and inexpensive publications; textbooks and teachers' manuals in all fields; reading readiness materials; administrative handbooks; remedial reading materials; bibliographies on numerous topics; literature on occupations; materials in the field of child development; test and evaluation instruments; high school schedules and elementary daily programs; and suggestions for constructional projects.

EXTENSION AND SCHOOL SERVICE

EXTENSION OFFERINGS

The offerings of the Division of Extension are of three general types as follows:

A. Extension work by class instruction in college courses where the teacher meets the classes at some study center provided by the class.

B. Extension work by correspondence in college courses where the student works out written assignments which are sent by mail to the Correspondence Department. These assignments are graded by the instructor handling the course, and the grades are recorded in the Correspondence Department.

C. Extension work by correspondence in high school subjects where a high school student works out assignments which are sent by mail to the Correspondence Department. These assignments are graded by an instructor in the Demonstration High School or Mississippi Southern College. The grades are recorded in some high school in South Mississippi by consent of the high school superintendent of that school.

The work of the Extension Division is organized to conform to the regulations of the Southern Association of Colleges and Secondary Schools and the regulations of the National Extension Association of Teachers Colleges.

EXTENSION CLASS STUDY

1. Mississippi Southern College is anxious to serve the teachers of Mississippi through the extension classes and workshops. Arrangements have been made to offer by extension any course included in the regular college catalogue on condition that satisfactory library and laboratory facilities are available. In the Departments of Health, English, Education, Psychology, Geography, History, and Social Science, it is possible to offer a number of courses without special library arrangements other than those available through the college.

2. Any person qualified to profit by an extension course may be admitted to the classes for non-credit study. However, those who expect college credit for a course must meet regular admission requirements. Students will not be permitted to do extension work during regular attendance at any college.

3. Extension classes spend the same number of hours in recitation as are required for the same course taken in residence. No extension class may meet for more than sixteen hours in one week or four hours in one day. No extension course may continue after the opening of the second term of the spring quarter.

4. Any person wishing an extension center to be organized should send a written request to the Extension Division at Mississippi Southern College and also to his city superintendent or county superintendent. It is hoped that city superintendents and county superintendents will have their teachers express their desires for extension offerings to them so that arrangements may be made with the Extension Division to offer the desired course. It is desired that at least twenty persons should agree upon the same course before the college can send an extension teacher.

5. Registration fee for extension is $4.00 per quarter hour. A four quarter hour course will cost $16.00.

6. The Mississippi Southern College Bookstore will sell or rent the

books to students taking extension work. The rental fee is $1.50 per book.

7. No student may register in an extension course after the second meeting. All fees are to be paid not later than the second meeting of the course.

8. Fees are not transferable.

CORRESPONDENCE STUDY

GENERAL REGULATIONS

1. The matriculation fee for a correspondence course is $4.00 per quarter hour. Thus, the fee for a four hour course is $16.00, for a three hour course $12.00, and for a two hour course $8.00.

2. The Mississippi Southern College Bookstore will sell or rent the books to students taking correspondence courses. The rental fee is $1.50 per book for a three month period. Any correspondence about books should be addressed to the Mississippi Southern College Bookstore, Station A, Hattiesburg, Mississippi and not to the Extension Division.

3. Fees are not returnable after lesson assignments have gone out of the correspondence office. Fees are not transferable.

4. If credit is desired, the student must meet the usual college entrance requirements and the course prerequisites. Only those courses numbered below one hundred are open to students of freshman or sophomore rank.

Freshman courses are numbered 1 through 49.
Sophomore courses are numbered 50 through 99.
Junior courses are numbered 100 through 149.
Senior courses are numbered 150 through 199.

5. No more than forty-eight quarter hours earned in extension and correspondence may be counted toward a degree from Mississippi Southern College. All of the forty-eight hours may be earned by extension or all of the forty-eight hours may be by correspondence or in any combination of the two as long as the total is not more than forty-eight quarter hours.

6. Students seeking enrollment for correspondence study courses are required to fill out an application blank for each course desired.

7. Textbooks are ordered by the student from the college bookstore or from the publishers whose names and addresses are listed on the first assignment sheet.

8. The maximum time for the completion of a four hour course (twenty-four lessons) is one year from the date of acceptance of the application. For reasons considered adequate by the Extension Division this time may be extended one time only for three months upon payment of a fee of $3.00. Applications for extension of time should be accompanied by the fee for such extension. No such application can be considered unless received before the date of expiration of the course.

9. No student will be permitted to rush through a correspondence course for any reason.

10. The minimum time for the completion of a course is one month from the date of beginning work, provided assignments are sent in two or three at a time at regular intervals proportionately spaced over the minimum time.

11. No work may be done by correspondence while a student is in at-

tendance at any institution of learning unless he has written permission of the dean of his college. It must be understood that if correspondence is allowed while in residence, it becomes a part of the student's load for the quarter, and this work must be completed within that quarter. Examinations on a course must be taken during the time of the regular examinations for the quarter.

12. A student should not enroll for more than one course at a time.

13. As the lessons are completed, the student mails or brings them to the Extension Division for correction by the instructor.

14. No credit will be allowed on a course which is completed in less than the minimum time of four weeks, exclusive of the time the student may be engaged in residence work at any institution.

15. Credit will not be allowed when there is evidence that unfair assistance has been obtained either on the lessons or the final examination.

16. Two persons from the same school community or the same family are requested not to register for the same course because persons taking correspondence courses are not to work together.

17. Several students have failed their courses because they have copied their notes or from the textbook during the examination. The examination is to be taken under a city superintendent or a county superintendent and without the use of notes or the textbook.

18. Several persons taking correspondence have failed during the past year because they have worked up their assignments too rapidly and have not studied the textbook thoroughly enough so that they could pass the examination on the course.

19. The Correspondence Department is not responsible for lessons lost in the mail due to insufficient postage or otherwise.

20. Teachers in service will not be allowed to complete more than eight quarter hours per quarter. Correspondence work and extension may be taken at the same time if the rule that no more than eight quarter hours may be taken in any one quarter is observed.

RULES FOR PREPARATION OF ASSIGNMENTS

1. Use 8½x11 light weight typing paper. Envelopes addressed to the Division of Extension are sent with the outline of the course. The lessons must be mailed in these envelopes, three or more assignments to an envelope.

2. In preparing the recitation, observe carefully the following rules:
   a. Write on one side of the paper only.
   b. Write with ink or use typewriter.
   c. Leave a margin of one inch on the left side of the paper.

3. Write your name and address, the name of the course, and number of the recitation paper at the top of the first page of each lesson.

4. The recitation paper must contain only the lesson; all business and other communications must be written on a separate sheet and mailed in a separate envelope. We are not responsible for any delay caused by letters being enclosed in assignments.

5. At the end of the course, return all assignment sheets together with the last lesson.

MAILING OF LESSONS

1. In the upper left corner of the envelope addressed "Department of Extension", in which the recitation paper is enclosed, write your full name and address.

2. In the lower left corner of the envelope, write the name of the course and numbers of the assignments.

3. Have your lessons weighed before mailing; be sure there is enough postage on them. When postage is insufficient, the lessons will not be accepted by the Extension Division until full postage has been paid.

EXAMINATION INSTRUCTIONS

1. The lesson assignments are intended to assist the student in preparation for the examination.

2. Upon completion of the assignments the student must immediately take up with the Correspondence Department arrangements for the examination.

3. Final examinations are held either by regular instructors of Mississippi Southern College, instructors in other institutions of higher learning, county superintendents, or superintendents of independent districts selected by the student and approved by the Director of Correspondence. A student may defer examination on a completed course until he enters the college for residence work, in which case the examination must be taken within one week after the student registers. Permission to so defer should be requested in writing.

4. A student may not spend more than three hours on the examination.

5. Before beginning the examination, all books and papers must be removed from the desk except the examination papers.

6. The student must use ink when writing the examination.

7. No second examination will be given.

COURSES OFFERED BY CORRESPONDENCE

Commerce

55 Principles of Economics, Harlan
107 Economics of Consumption, Harlan
134 Salesmanship, Harlan
166 Business Law I, Harlan
167 Business Law II, Harlan

Education

20 Introduction to Education, Bigelow
101 Arithmetic in the Elementary Grades, Jones
107 Teaching of Reading and English in Lower Elementary Grades, Jones
109 Teaching of Reading in the Upper Elementary Grades, Pellettieri
113 Principles of Teaching in High School, Boroughs
137 Mental Hygiene, Pellettieri
143 Methods and Materials in the Elementary Grades, Dowell
162 Curriculum of the Secondary Schools, Landskov
163 Laboratory Problems in Curriculum Construction, Landskov
169 Tests and Measurements, Bigelow

English

75 Survey of English Literature, Darby
76 Survey of English Literature, Webb
80 Survey of American Literature, Olsen

Geography

110 Geography of United States and Canada, Bolton
118 Geography of South America, Mexico, and the Caribbean Countries, Bolton

Government

25 American Government, Wilber
130 State Government, Wilber

Health

27 Community Hygiene, Lowrey
79 Personal Hygiene, Lowrey
125 Problems of Child Health, Lowrey

History

27 World Civilization, 5000 B. C. to 1650 A. D., Davis
28 World Civilization Since 1650 A. D., Davis
61 American History to 1800, Jackson
62 American History, 1800 to 1875, Jackson
63 American History Since 1875, Jackson
129 Recent American Foreign Relations, Wilber
140 Civil War, Fortune
185 History of the Old South, Fortune

Mathematics

31 College Algebra, Jones
32 College Algebra, Phillips
35 Plane Trigonometry, Jones
75 Analytic Geometry, Jones
76 Analytic Geometry, Jones
131 The Teaching of High School Mathematics, Phillips
138 The History of Mathematics, Phillips

Physical Education

56 History of Physical Education, Watkins
70 Introduction to Physical Education, Watkins
100a Coaching Football, McCarver
100b Coaching Basketball, McCarver
100c Coaching Baseball, McCarver
151 Physical Education in the High School, Switzer
190 Organization and Administration of Health and Physical Education, McCarver

Psychology

65 Elementary Psychology, Freeny
116 Child Psychology, Freeny
119 Educational Psychology for High School Teachers, Sumrall

Science

145 The Technique of Teaching Science, Frazier

Sociology

75 Rural Sociology, Campbell
128 Criminology, Campbell

THE GRADUATE DIVISION

W. H. Sumrall, Dean

(A Graduate Bulletin is available on request)

GENERAL INFORMATION

Mississippi Southern College was granted permission to organize a Division of Graduate Studies by the Board of Trustees of Institutions of Higher Learning on May 26, 1947. The Master's degree will be conferred on those meeting the requirements in the field of Education, with emphasis in five particular fields: School Administration and Supervision, Secondary Education, Elementary Education, Health and Physical Education, and Music.

PURPOSE AND OBJECTIVES

One of the primary functions of Mississippi Southern College is to prepare teachers, supervisors, and administrators for all branches of public school service. The graduate curriculum is intended to meet the needs of teachers in the elementary and secondary schools as well as to provide an organized program of training for school administrators and supervisors.

The student who pursues graduate work broadens his professional outlook and academic knowledge, receives additional professional training, and familiarizes himself with techniques of research. The student must manifest ability to collect and evaluate data and must be able to see the implications of his conclusions in relation to other fields of human interest and study.

The Master's degree in Education will be regarded primarily as an extension and broadening of the professional education received on the undergraduate level with particular emphasis upon the fields of study in which the student is interested. The goal sought is the improvement of classroom instruction and/or school administration and supervision.

The ultimate aim is the fusion of the professional and subject-matter training of maximum benefit to the particular student.

ADMISSION TO GRADUATE DIVISION

Students who are graduates of a Teachers College, a Liberal Arts College, or a University, provided the particular institution is approved by a recognized accrediting agency, may be admitted for graduate work. Two official transcripts of the undergraduate record must be filed: one with the Dean of Graduate Studies and one with the Registrar before admission to the Graduate Division. A quality point average of 1.5 or better must have been attained in the undergraduate courses. Also, the Graduate Record Examination may serve as one of the conditions for admission to the Graduate Division. All students who have not attained in their undergraduate work the 1.5 honor point rating will be automatically placed on probation until that student has successfully passed 14 quarter hours work. An average grade of B or better must be attained on these 14 quarter hours before the student can be considered a candidate for a degree. Students who do not attain a B or better average may take further work in the graduate division, but not toward a degree.

Admission to the Graduate Division does not imply admission to candidacy for a degree. The student, in order to be eligible for admission to candidacy for a Master's degree must have completed at least a full quarter's work or the equivalent with a satisfactory quality rating, and be recommended by the Head of the Division in which he expects to do his graduate work. The graduate committee will pass on all applications of

candidates for graduate degrees. It may, however, delegate the authority to a sub-committee if it prefers.

Students may wish to pursue graduate work for at least three reasons, namely: (1) To gain knowledge in an area for its own sake, i.e., for the pleasure that comes as a result of mastery of materials; (2) in order to prepare for more advanced work in some area of knowledge, and; (3) in order to prepare to do a better job in teaching or administering and supervising the public schools and junior colleges of our section.

REQUIREMENTS FOR A MASTER'S DEGREE

The student may have a choice of either Plan I or Plan II as outlined below.

PLAN I

Candidates for the Master's degree under Plan I are required to do a minimum of 36 weeks (three quarters) of graduate work in residence study at Mississippi Southern College and earn a minimum of 48 quarter hours including a thesis. The amount of credit for the thesis will be determined by the student's advisory committee and may vary in value from 4 to 8 quarter hours. This curriculum is intended for those who plan to do further study toward a higher degree. The candidate will be required to participate successfully in seminar courses that will give him an acquaintance with the methods of research and an appreciation of the place and function of scientific investigation in his field. Fourteen quarter hours will be considered the maximum load that any student may take. Less than full residence is computed by the ratio of course hours actually taken in this normal load. Ten or eleven quarter hours, therefore, would be considered ¾ of a full quarter's residence, etc. Work taken in excess of the full load of 14 quarter hours will not reduce the student's residence requirement.

PLAN II

Candidates for the Master's degree under Plan II, normally are required to do 48 weeks (four quarters) of work in residence study and to earn a minimum of 48 quarter hours of credit, of which 3 quarters must be in residence at Mississippi Southern. A thesis is not required. The candidate will be required to participate successfully in graduate seminar work that will give him an acquaintance with the methods of research and an appreciation of the place and function of scientific investigation in his field.

GENERAL REQUIREMENTS AND OTHER PERTINENT INFORMATION

1. Candidates for the Master's degree must comply with the following regulations in addition to the foregoing requirements:

   a. Hold a bachelors degree from an accredited institution and satisfy all undergraduate requirements in the institution.

   b. Application for graduate work should be made to the Dean of Graduate Studies. If not a graduate of Mississippi Southern College, two official transcripts must be filed: one with the Dean of Graduate Studies, and one with the Registrar, before registering. The complete record of the student includes the high school record, junior college record (if any), as well as the senior college transcript.

   c. If the student has done graduate work elsewhere and wishes to transfer it to Mississippi Southern College, he must supply the Dean of Graduate Studies and the Registrar with official transcripts of his work.

d. The student must supply the Dean of Graduate Studies with a program of his studies after he and his Advisory Committee have outlined his work.

e. The student who is a candidate for a Master's degree must file his application for the degree with the Dean of Graduate Studies by the end of the quarter previous to the one in which he expects to graduate.

f. If a thesis is submitted as partial fulfillment for the requirement for a degree, it must be presented to the Dean of Graduate Studies by the Chairman of the student's Advisory Committee at least three weeks before the degree is to be conferred. A fee for binding the thesis will be charged. (From $8.00 to $12.00).

g. The student's Advisory Committee will pass on the final acceptance or rejection of the thesis.

h. Two copies of the thesis must be furnished the Dean of Graduate Studies. The first copy must be typewritten on 20-pound bond paper and the second copy on bond paper of at least 16-pound weight. The student will follow rather closely the directions of a good manual on thesis writing.

i. The thesis must show independent thinking, original investigation, mastery of subject-matter and ability to do research in the field of major interest.

2. No regular faculty member of Mississippi Southern College may take an advanced degree in this institution, but should take work elsewhere.

3. Ordinarily, an undergraduate major or its equivalent shall constitute the basis for a graduate major in any field. Likewise, an undergraduate minor, or its equivalent, shall be required as a basis for graduate work in other fields than the major.

4. Work taken more than seven years before the date at which the Master's degree is expected may not be used to count for credit toward that degree.

5. Undergraduates in this institution who plan to undertake graduate study, and who have fulfilled all requirements for the bachelor's degree except one or two courses, may be allowed to enroll in certain courses with the idea of later obtaining graduate credit, provided the student is not registered in more than two courses, and provided notice is given the Dean of Graduate Studies of the student's progress. In such an arrangement, the Dean of Graduates Studies will inform the instructor that work of a graduate nature will be expected of the student. Credit will not be allowed for such work unless the instructor certifies that the work was of distinctly graduate nature.

6. Teaching fellows, graduate assistants, and part-time instructors, whose time is partly devoted to service to the College, will be expected to take more than one year to complete the work for a Master's degree.

7. A minimum of half the student's work must be in distinctly graduate courses. Graduate students, however, may elect to take some undergraduate courses provided they need the work, and provided the Graduate Committee passes favorably on such courses. Graduate students, however, must do extra work in such undergraduate courses, such as term papers, research, etc., as may be directed by the professor in charge.

8. An average of "B" or better and no grade below "C" is required. From 12 to 16 quarter hours in other fields may be taken except in cases of majors in School Administration and Supervision and Elementary Edu-

cation. In these fields the total number of hours may be taken (optional with the student) in the major field of study.

9. Graduate credit from other accredited institutions is acceptable for as much as 9 quarter hours, provided it is in the chosen field or fields of the student's work.

10. A committee of three, appointed by the Dean of Graduate Studies, will serve as the student's advisory committee. The student's major professor will usually serve as chairman of his advisory committee.

11. In addition to the regular course examinations a final comprehensive oral or written examination or both, may be required of all candidates for the Master's degree. The candidate will be examined on his major subject and his thesis, if he pursues Plan One; or his field or fields of concentration if he pursues Plan Two. The oral examination will be conducted by a committee appointed by the Dean of Graduate Studies. A written notice of the time and place of holding the examination will be sent to the candidate and to each member of the committee.

MUSIC

GENERAL INFORMATION

As a result of the increased demand for more than undergraduate training in all lines of the music profession, The Division of Fine Arts has established a graduate division to accommodate qualified students in limited fields of concentration. The general requirements for graduate study leading to a degree are listed below, and fields of concentration are shown. The Division, however, treats each case individually, and although the courses outlined will serve as a general guide, the student has some choice in determining his or her course.

PHYSICAL EQUIPMENT

Graduate students share with the undergraduate music students the use of the new temporary music hall, a large modern frame building devoted entirely to musical purposes, housing fifteen teaching studios, twenty-four practice rooms, each equipped with one or more pianos, a small auditorium seating 150, an instrumental room used for the Little Symphony and Symphonic Band rehearsals, a choral room for the Vesper Choir and Choral Union rehearsals, two classrooms, and listening room with large record library.

The splendid Frazee three-manual pipe organ in the auditorium is regularly used for lessons and practice by advanced organ students, and two new Moeller, two-manual organs, in individual rooms, supplement the practice facilities. A large number of brass, wood-wind, percussion and string instruments which are being added to from year to year facilitate the work of instrumental study classes and of the college concert organizations.

CURRICULA

Three options are available to the graduate student in the selection of a program of studies, the choice being his own, subject to approval of his qualifications for the particular course by the graduate committee. A theory placement examination will be given each applicant who seeks admission to the graduate division.

Course I (Performance) may be elected upon recommendation of the applied music professor and satisfactory audition before the graduate committee and the faculty of the department involved. Qualification for this curriculum presupposes a level of performance well above that of the average senior major in the applied music field, and the requirements as to

technical facility and repertoire follow the stipulations of the graduate commission of the National Association of Schools of Music. In addition to the performance of a recital, the candidate is expected to appear credibly in a major work with the Little Symphony Orchestra.

Course II (Theory) is organized to give the student a pedagogy for the teaching of theory, and also to give him further opportunity to develop his own skills in the manipulation of the materials of music. Theoretical investigation, culminating in the writing of a thesis, will be done in the field of pure theory and must display evidence of musical scholarship.

Course III (Music Education) is designed to serve teachers of music in branches of activity, whether in the public schools, private studio or collegiate music school. In addition to sound musicianship, the candidate in Course III must demonstrate musical scholarship of high order, such as will find expression in the preparation of a worthwhile thesis. Persons desiring to prepare for administration work in music, such as general or instrumental supervision of music education in the public schools of Mississippi are encouraged to elect this course.

REQUIREMENTS FOR THE DEGREE OF MASTER OF MUSIC

The degree Master of Music is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed forty-eight quarter hours of graduate study with a major in Piano, Organ, Voice, or Theory. The following distribution of credits is required:

(a) For a major in Applied Music (Piano, Organ, or Voice)

Applied Music	
Major	12 quarter hrs.
Minor	3 quarter hrs.
Music Literature 527, 528, 529	12 quarter hrs.
Analytical Technic 521, 522, 523	6 quarter hrs.
Thesis and Recital	12 quarter hrs.
Elective	3 quarter hrs.

(b) For a Theory Major:

Applied Music (Piano)	3 quarter hrs.
Pedagogy of Theory 524, 525, 526	6 quarter hrs.
Analytical Technic 521, 522, 523	6 quarter hrs.
Advanced Counterpoint (197, 198, 199)	6 quarter hrs.
Advanced Composition (200, 201, 202)	6 quarter hrs.
Advanced Orchestration (203, 204, 205)	6 quarter hrs.
Thesis and an arrangement for Symphonic Band or Orchestra	12 quarter hrs.
Elective	3 quarter hrs.

MASTER OF MUSIC EDUCATION

The degree of Master of Music Education is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed forty-eight quarter hours of graduate study with a major in Music Education.

2. The following distribution of credits is required:

Applied Music	3 quarter hrs.
Music Education 533, 534, 535	6 quarter hrs.
Music Education 530, 531, 532	6 quarter hrs.
General Education	12 quarter hrs.
Elective	3 quarter hrs.

Theory course selected from the following:

Advanced Counterpoint (197, 198, 199)	6 quarter hrs.
Composition 164, 165, 166	6 quarter hrs.
Advanced Orchestration (203, 204, 205)	6 quarter hrs.
Analytical Technic 521, 522, 523	6 quarter hrs.
Conducting (Required without credit unless previously studied)	
Thesis	12 quarter hrs.

All students must pass an oral and written examination in the field in which they are taking their degree.

The candidate must have spent at least one academic year (three quarters, three summer quarters, of twelve weeks each) in residence in Mississippi Southern College, Division of Fine Arts. Applied music study is required throughout the year of graduate study.

REGULATIONS

ADMISSION REQUIREMENTS: Admission to graduate study in the Division of Fine Arts (Music) will be granted at the discretion of the graduate committee under the following conditions:

1. The candidate must have graduated from an accredited institution with the degree of Bachelor of Music or Bachelor of Science with music as a major or an equivalent degree.
2. He must present undergraduate credit of not less than 180 quarter hours.
3. The average grade of his undergraduate scholarship must have been not less than C, the average of his major subject not less than B. Only work of a grade of B or above will be accepted for graduate credit.
4. He must take a theory placement examination.

TESTS AND AUDITIONS: A testing program, for advising purposes, is one of the functions of the graduate division. The tests are given during the first week of the fall quarter and the first week of the summer quarter (for summer session students only) and are required of all graduate music students. Auditions for applied majors are given at the same time. Approval of the Graduate Faculty in Music must first be obtained before a student may major in an applied field.

DEFICIENCIES: The College shall have the power to decide wherein a student is in any manner deficient, regardless of the number of credits accumulated and shall recommend means whereby such deficiency may be removed.

CANDIDACY FOR A DEGREE: Admission to study in the graduate division does not imply acceptance to candidacy for a degree. In order to become an actual candidate for the Master of Music degree or Master of Music Education degree, the student must meet the requirements of the approved list at least one quarter before the expected date of graduation. This involves (1) maintaining a satisfactory level of work in graduate courses (at least "B"), and (2) presenting a brief outline for the treatment of the thesis topic. Upon the completion of the course work and of the thesis, the candidate must be prepared to pass an oral examination on the material of his thesis.

RESIDENCE REQUIREMENTS

The minimum residence requirement is one academic year or a minimum of three summer sessions of twelve weeks each. This statement pre-

supposes the completion of at least 48 quarter hours work. Some students can complete the requirements for the Master's degree in one year. It is not unusual for graduate students to include a summer session of an additional year for the degree.

TIME LIMIT: A student should complete his Master's work within five consecutive years from the date of initial enrollment. If he exceeds this time limit he may be required to take additional qualifying examinations or an additional amount of course work or both. In addition he must also petition the graduate music committee for an extension of time, giving reasons for the request and submitting plans for the completion of his work.

ENSEMBLE: All resident graduate students shall attend recitals and be enrolled in the Hattiesburg Choral Union, Little Symphony or College Concert Band.

SCHOLARSHIPS AND FELLOWSHIPS

A limited number of scholarships and fellowships are available. Holders of scholarships will not be asked to do any service for the college, but holders of fellowships will be asked to do a limited amount of work for the college. The Dean of Graduate Studies will assign such work and determine the amount of time expected of each student. The stipends for the scholarship are fixed at $150.00 per regular scholastic year and that of the fellowship at $375.00 per regular scholastic year.

EXPENSES

Dormitory Students

Incidental Fees	$ 42.50	per quarter
Room	18.00	per quarter
Board	69.00	per quarter
*Laundry (See note below)	12.24	per quarter
Total Expenses per Quarter	$141.74	
Payable each quarter on entrance	$ 92.12	
Balance payable at beginning of second half of quarter	49.62	
	$141.74	

Day Students

Incidental Fees (Payable on entrance) ..... $ 47.50 per quarter

Special Students

Auditing (no college credit), per quarter hour ..... $ 2.50

Students taking eleven hours or less, per quarter hour 4.00

Students taking above eleven quarter hours, per quarter 47.50

Veterans

Incidental fees paid by use of G. I. Bill of Rights

Books, Supplies and Laboratory fees paid by use of G. I. Bill of Rights

Room, Board and Laundry:

Payable at beginning of quarter, on entrance ..... $ 49.62

Payable at beginning of second half of quarter 49.62

*Laundry service is optional with the student. This amount may be deducted from total fees if student can have laundry done at home.

SPECIAL REFUND POLICY FOR VETERANS ONLY

Non-Resident (Out-of-State) Tuition

Length of Regular Quarter: 12 Weeks
Length of Summer Quarter: 10 Weeks

Period of Veterans Actual Attendance in Institution From Date of Enrollment	Percent of Non-Resident (Out-of-State) Tuition Fees to be Charged: Regular Quarter	Summer Quarter
One Week or Less	20%	25%
Between one and two weeks	40	50
Between two and three weeks	60	75
Between three and four weeks	80	100
Between four and five weeks	100	100
Over five weeks	100	100

All Charges Other Than Non-Resident (Out-of-State) Tuition

Length of Regular Quarter: 12 Weeks
Length of Summer Quarter: 10 Weeks

Period of Veterans Actual Attendance in Institution From Date of Enrollment	Percent of Fees to be charged other than Non-Resident (Out-of-State) Tuition or Fee: Regular Quarter	Summer Quarter
Three days or less	0	0
Four days to one week	20%	25%
Between one and two weeks	40	50
Between two and three weeks	50	50
Between three and four weeks	50	50
Between four and five weeks	50	50
Between five and six weeks	50	100
Over six weeks	100	100

LABORATORY AND COURSE FEES PER QUARTER

Biology—37, 38, 39, 115, 117, 118, 120, 124, 125, 129, 139, 142, 143 144, 145, 147, 166, 167, 168, 187	$ 3.50
152, 155	18.00
153	30.00
154	15.00
Chemistry—25, 26, 27, 75, 76, 77, 92, 130, 131, 132, 136, 160, 161, 162, 181, 182, 183	3.50
Commerce—35, 36, 37, 66, 67, 68, 71, 72, 73, 74, 92, 114, 118, 150, 151, 160, 174, 180, 198	3.00
185a, b, c (Small Business Course)	35.00
Geology—101, 102, 103	3.50
Home Economics—26, 50, 104, 105, 125, 135, 150, 185b, 186c, 195, 200	1.50
37, 85, 115, 138, 142, 144, 192, 194, 197	3.00
Industrial Arts—27, 28, 31a, 31b, 41, 63, 87, 125	30.00
Physics—80, 81, 82, 114, 137	3.50
Correspondence courses, per quarter hour credit	4.00
Extension coures, per quarter hour credit	4.00
High School (Laboratory School) Courses:	
With special instruction	30.00
Regular classes	15.00
Music:	
Piano, Organ, Voice:	
2 private lessons per week, per quarter	$ 32.00
1 private lesson per week, per quarter	16.00
Strings, Woodwinds, Brasses:	
2 private lessons per week, per quarter	$ 30.00
1 private lesson per week, per quarter	15.00
Theoretical Subjects:	
2 private lessons per week, per quarter	$ 30.00
1 private lesson per week, per quarter	15.00
Vocal Pedagogy—179, 180, 181	3.00
Piano Pedagogy—182, 183, 184	3.00

Violin Pedagogy—185, 186, 187	3.00
Theoretical Courses, per quarter hour	2.50
Music 34, 35, 36, 64, 65, 66, 114, 115, 116, 117, 118, 119, 164, 165, 166, 167, 168, 169.	
Music Education Courses (School Music Methods), per quarter hour	2.50
Music 70, 71, 72, 120, 121a, 121b, 122a, 122b, 126, 127, 128 170, 171, 172, 176, 177, 178, 191, 192, 193, 194, 195, 196, 209, 210, 211.	
Church Music Courses, per quarter hour	2.50
212, 213, 214, 215, 216, 217, 218, 219, 220	
Survey of Music Literature 43, 44, 45	1.50
History of Music 73, 74, 75	1.50
Music Fundamentals 95, 96	1.50
Ensemble 123, 124, 125, 173, 174, 175	1.50
Practice 1 hour daily, per quarter	3.00
Each additional hour daily, per quarter	1.00
Organ rental for 1 hour daily, per quarter	12.00
Each additional hour daily, per quarter	3.00
Orchestral and Band Instrument rental, per quarter	6.00
(The College owns several string, brass and woodwind instruments that are available to students for practice at special fees stated above).	
Should any class not materialize, students will be advised to take the course privately at special fees stated above.	
Reading Clinic—Complete Psycho Educational Diagnosis	10.00
Individual Remedial Instruction, per month	20.00
Full Written Report (optional)	5.00
Resident Centers, per quarter hour credit	4.00
Resident Center Library Fee, per quarter hour credit	1.00
Student teaching in the field (for 5 hours' credit)	25.00
Workshop Fee	30.00
Workshop Library Fee	2.50
Change of Schedule	1.00
Each transcript of credits after the first	1.00
Graduation Fee	6.00
Late Registration Fee	2.00
Out-of-State Tuition	66.66
Registration Fee (Required of all graduate students as a matriculation fee in the Graduate Studies Division. This fee is paid once, and only once, by the student during his period of residence as a graduate student)	10.00
Special Examination Fee	1.00
The Southerner	6.00

BUSINESS REGULATIONS

Announcements concerning expenses, fees, and furnishings are subject to change without notice and may not be regarded as binding obligations of the college. In time of changing conditions, it is especially necessary to have this definitely understood.

Should a student withdraw three days after date of registration all fees will be refunded.

Should a full-time student withdraw for any reason prior to mid-term of any quarter fifty (50%) per cent of Incidental Fees will be refunded and pro rata percentage of board and laundry fees will be refunded.

Should a full-time student withdraw after mid-term of any quarter under no circumstances will any part of Incidental Fee be refunded, but a pro rata percentage of board and laundry will be refunded.

Special or Laboratory Fees will not be refunded after a student has been in attendance for three days.

All students, faculty, officers and employees rooming in dormitories are required to take their meals in the college dining hall. Others who take part of their meals in the dining hall are charged per meal.

No deduction in living expenses is made for an absence of less than two continuous weeks, and then only when the absence is necessary and is reported to the Secretary's office five days in advance. No reduction of board is made on account of late entrance.

No lesson in music or laboratory course is given until fee is paid and receipt presented to instructor.

While no deposit is required for loss and damage, any amount charged to a student must be paid before examinations are permitted.

Graduation fee is payable at time application is submitted. This fee is not refundable.

Thesis (graduate students under Plan I). Actual costs of charts, typing materials, etc., payable by G. I. Bill of Rights on presentation of bills by veterans to College. Estimated cost, $75.00.

ACADEMIC ORGANIZATION

ORGANIZATION OF INSTRUCTION

Mississippi Southern College offers the bachelor's degree and the master's degree in a number of different fields. The program of study leading to the master's degree is described on pages to of this bulletin. Instruction in the undergraduate school is organized around a core curriculum, with ample time for specialization by the student in his special field of interest. It is expected that the freshman and sophomore years will be given over largely to the completion of the core requirements and the junior and senior years to the meeting of major and minor requirements.

The core curricula are designed to continue the general cultural studies begun in high school and lay a foundation for more specialized work which is to follow. The primary purposes of these curricula are: (1) basic education, insuring contact with the social, cultural, biological, and physical background of civilization and with the discipline and tools necessary for advanced work; (2) orientation, providing the students with the exploratory contacts that will enable the institution to assist them to make wise selection of specialization for their later work.

The last two years are devoted mainly to professional courses or to intensive subject matter courses. The program of study is so planned as to provide the student with adequate specialized training in a chosen field of endeavor. It is expected that the student will devote the major portion of his time in his junior and senior years to specialization in the field of his choice. The student will also have an opportunity to complete certain professional and pre-professional courses that will be of advantage to him in his vocational career.

The instructional program is organized into eleven divisions. These divisions are (1) Biological Sciences, (2) Commerce, (3) Education and Psychology, (4) Fine Arts, (5) Health and Physical Education, (6) Home Economics, (7) Language and Literature, (8) Physical Sciences and Mathematics, (9) Practical Arts, (10) Social Studies, and (11) Speech and Dramatics.

ADMISSION

Students are admitted to the college by (1) certificates from accredited high schools, (2) transfer from other colleges or universities, or (3) examination. Entering freshmen are required to take a psychological examination and an achievement test.

By Certificate—Students are admitted to the College upon the presentation of acceptable certificates showing fifteen units of high school work from an accredited high school. These certificates must be sent by mail in advance, direct from the principal of the school attended. Students with entrance deficiencies must remove them prior to their registration for the second quarter of work.

By Examination—Veteran and non-veteran adults who have been denied or lack the opportunity to complete formal high school graduation requirements may secure admission to the College by examination. This phase of admission is coordinated with the High School Equivalency Certificate program sponsored by the State Board of Education and the State High School Accrediting Commission. Applicants must be at least twenty-one years of age. These examinations are given at 8:00 a. m., the first and third Monday of each calendar month, at the Guidance Center in the basement of Science Hall. Permission to take the examination should be secured

at least two weeks in advance of the test day from the office of the Dean of the College.

Veteran and non-veteran adults who plan to take the examination for the High School Equivalency Certificate for purposes other than admission to this college should secure necessary information and application form from their local school superintendent, high school principal, or county superintendent of education. Location and scheduling are the same as listed in the previous paragraph.

Mathematics Requirement—It is recommended that no student plan to major in mathematics or enter any science or pre-engineering curriculum if he does not have one and one-half units of high school algebra and one unit of plane geometry. Students with deficiencies in mathematics may remove them by enrolling in the proper classes at the Demonstration High School.

Advanced Standing—Students from colleges or universities of recognized standing are admitted to Mississippi Southern College on the basis of an official transcript of credits mailed directly to the Office of Registrar from the institution previously attended. These transcripts must show that the student is eligible for registration at the school from which he is transferring. The student must have maintained a grade average of C on work which has been completed to receive credit. Students falling below this average must earn a sufficient number of quality credits at Mississippi Southern to raise their average to C.

In cases of students transferred from recognized junior colleges, all credits earned in junior college remain a part of the students' records. However, specific course requirements for graduation at Mississippi Southern College must be met. Ninety-Six of the one hundred ninety-two hours offered to satisfy requirements for any degree must be earned in a senior college after admission to the junior class.

Students transferring from non-accredited institutions may be accepted on probation. If their work is of a C average or better during the first nine months' period at Mississippi Southern College, the credits transferred may be accepted.

Credit for Military Experience—For basic training veterans may receive six quarter hours of credit in physical education and hygiene. Credit for specialized training received in service schools, through the Armed Forces Institute, ASTP, or Army University Center courses will be given according to the recommendations of the American Council on Education.

Placement Examinations—All freshman and transfer students are required to take a psychological examination at the beginning of their first quarter of residence. Freshman students are required to take a series of achievement tests on entrance. These tests aid advisers in planning the student's course of study and provide a basis for exempting students from courses where they have attained a sufficient mastery.

Physical Examinations—Each student prior to the fall registration is required to take a physical examination under the direction of the college physician. Physical education courses may be assigned in accordance with the results of this examination. The college physician requires all new students either to be vaccinated on entrace or to submit proof of recent successful vaccination. The College reserves the right to require a physical examination of any student at any time. No student's registration is completed without a physical examination.

DEGREES AND CURRICULA

The Mississippi Southern College grants the bachelor of science degree, the bachelor of arts degree, the bachelor of music degree, and the bachelor

of music education degree. Candidates who wish to qualify for the professional license in teaching may do so by choosing the proper courses in education and psychology. Candidates may qualify for one of the lower teaching certificates by taking the spcified courses in education and psychology. The requirements for these lower certificates are listed on page of the bulletin.

Types of Courses a Student Takes—Each student takes four types of courses while meeting requirements for a degree: (1) courses from the "core" curriculum, (2) courses from a field of major interest, commonly called a student's "major", (3) courses from a field of minor interest, commonly called the student's "minor", and (4) electives. The "core" courses are basic courses every college graduate needs. Each student takes 81 hours of "core" courses. The "major" is chosen by the student because he wants to do a great deal of work in that field. Normally a student takes 36 hours of courses in his "major". The "minor" is also chosen by the student because he wishes to do a great deal of work in that field. Normally a student takes 28 hours in his "minor", but this figure varies, especially for prospective teachers. Electives are any additional courses a student chooses from any field, just because he is interested in those courses.

The accompanying diagram may help to make this explanation clear.

Core Curriculum	Major	Minor	Electives
81 Hours Taken by all students	36 Hours	28 Hours (or more)	

BACHELOR OF SCIENCE DEGREE

The bachelor of science degree will be awarded to students who have earned one hundred ninety-two quarter hours of credit including the core, major and minor requirements, and who have conformed to the scholastic regulations governing the degree.

The core requirements for the bachelor of science degree are listed below. This core curriculum is the common pattern for all students who are candidates for this degree. The student should plan to complete these requirements during the first two years of his college career.

CORE CURRICULUM

	Hours
English 25, 26, 27, 28	9 or 10
Transfer students who present a year's credit in English composition will be considered as having met this requirement. Students who have attained exceptional proficiency during high school career may be excused from English 25 and English 28 on the basis of proficiency tests.	
English 75, 76	8
The course in English literature is considered preferable training for the students. Individuals, however, may offer as a substitute courses in American literature or other fields that have the approval of the head of the Department of English.	
Speech	4
The course in Speech 52 is the most acceptable one in meeting this requirement. Particularly talented students may present other courses in speech in place of the normal course.	

Library Science 29 1
It is especially desirable that students have this work during their first year of college training. Transfer students who failed to secure this training during their first two years may be excused from the requirement.

Social Studies 18
The requirement in social studies may be met by the presentation of courses from the departments of geography, history, government, or sociology. Four quarter hours in economics and four quarter hours in religious education may be used to meet this requirement. A four-hour course in Mississippi History (History 29 or 109) must be included.

Science 12
It is urged that students select a laboratory science to meet this requirement. It is also possible to earn the necessary credits in the science survey courses. However, students who have had a course in a science during their high school careers are not expected to take a survey course in that field. Candidates for the professional license in elementary education should take Science 147 and two of the survey courses to meet this requirement. In all cases students must have twelve hours in science.

Mathematics 21 or 31 4
It is desirable for students who have had two years of high school algebra to take Mathematics 31 to meet this requirement. Students who have not had two years of high school algebra may meet the requirement by taking Mathematics 21.

Elective in Science or Mathematics 4
Students may choose from either science or mathematics an additional four-hour course to meet the minimum requirements.

Psychology 65 4

Health and Physical Education 16
All students are required to have a minimum of six hours in physical education activity courses and six hours in health. The remaining four hours may be elected from the student's chief field of interest. It is suggested that Health 79 or 125 be taken. Elementary majors must complete Physical Education 149 in meeting this requirement. Students may not offer more than twelve hours of credit in physical education activity courses in meeting the degree requirements.

TOTAL 81

MAJOR REQUIREMENTS

A student is expected to have a major field of interest in which he will earn a minimum of thirty-six quarter hours of credit. The major may be selected from one of the groups listed below.

(1) Students who are meeting the requirements for the professional license in the elementary field may meet the major requirements by completing thirty-six hours in any one of the divisions of instruction.

(2) Students who are candidates for the professional license in secondary education may elect a major from art, biology, business education, chemistry, English, French, general science, health and physical education, home economics, library science, mathematics, Spanish, and one of the social studies. The sequence of courses it is desirable for students to take in each of these majors is listed under the pertinent division. It should be specific-

ally noted that majors in this group are normally required to complete more than the minimum of thirty-six quarter hours.

(3) Other students may earn a major in any one of the following departments: accounting, biology, business administration, chemistry, economics, general home economics, geography, government, health, history, institutional management, marketing and merchandising, mathematics, office management, personnel management, physical education, psychology, secretarial science, and sociology.

MINOR REQUIREMENTS

The minor should be selected by the student after consultation with his major professor. A minimum of twenty-eight hours is required for the minor.

(1) Students who are majoring in group (1) above (elementary education) may meet the minor requirements by taking the following courses:

	Hours
Art	10
Music Education (Public School Music)	8
Education 20, 66, 103, 107, 108, 109, 169 Psychology 116 and student teaching	36
TOTAL	60

(2) Students who are majoring in group (2) above (secondary education) may meet the minor requirements by taking the following courses:

	Hours
Education 20, 113, 162, 163, 169, methods in major field, 185, 186, and Psychology 119	34

(3) Students who select a major from group (3) above may select a minor from any one of the fields listed in the group. A minimum of twenty-eight hours is required in the minor field. Students who are majoring in accounting may not minor in business administration or vice versa. Students who are majoring in office management may not minor in personnel administration or vice versa. Students who are majoring in economics may not minor in marketing and merchandising or vice versa. Students who are majoring in secretarial science may elect a minor in English.

ELECTIVES

A sufficient number of electives are to be chosen to bring the total number of hours earned to 192 quarter hours. The electives should be chosen after consultation with the major professor.

BACHELOR OR ARTS DEGREE

The bachelor of arts degree will be awarded to students who have earned 192 quarter hours of credit including the core, major, and minor requirements, and who have conformed to the scholastic regulations governing the degree.

The core requirements for the bachelor of arts degree are listed below. This core curriculum is the common pattern for all students who are candidates for this degree. The student should plan to complete these requirements during the first two years of his college career.

CORE CURRICULUM

	Hours
English composition and literature	17
Speech	4
A foreign language	18
Social Studies	20
A maximum of four hours in religious education and four hours in economics may be used in meeting this requirement.	
Psychology	4
A laboratory science	12
Health 79 or 125	4
Physical Education (activity courses)	6
Elective in Health or Physical Education	6

MAJOR REQUIREMENTS

A student is expected to have a major field of interest in which he will earn a minimum of thirty-six quarter hours of credit. A major may be selected from biology, chemistry, economics, English, French, geography, government, health, history, home economics, journalism, mathematics, psychology, sociology, Spanish, or speech.

MINOR REQUIREMENTS

The minor should be selected by the student after consultation with his major professor. A minimum of twenty-eight hours is required for the minor. Minors are available in any one of the fields in which a major is available.

BACHELOR OF MUSIC DEGREE

The requirements for the bachelor of music degree are listed in the Division of Fine Arts, page ? of the bulletin.

BACHELOR OF MUSIC EDUCATION DEGREE

The requirements for the bachelor of music education degree are listed in the Division of Fine Arts, page ? of the bulletin.

DEGREES FOR PRE-MEDICAL, PRE-DENTAL OR PRE-LAW STUDENTS

Students may be allowed to complete work for B.S. and B.A. degrees in affiliated accredited schools of medicine, dentistry and law on the following conditions:

(1) That three academic years of residence shall have been completed at Mississippi Southern College, with 140 hours' credit and 140 quality points.

(2) That all core requirements for the degree shall have been completed at Mississippi Southern College.

(3) That credit and quality points shall be transferred back to Mississippi Southern College from the school of medicine, dentistry or law to complete requirements for the degree.

(4) That the program leading to the degree shall be completed within two calendar years of the termination of the last quarter of residence at Mississippi Southern College.

CERTIFICATES TO TEACH

The State Department of Education grants a number of different grades of certificates. The type of certificates and the requirements are listed below.

Class A Professional License—Bachelor of science and bachelor of music education degrees from Mississippi Southern College are under the laws of Mississippi valid as life professional licenses to teach in any of the schools of the state. (H.B. 396, Sec. 1, Chapter 201, Act of 1922.)

Students who take the bachelor of arts degree may receive a Class A life license to teach if they have included in their program twenty-seven hours of education, psychology, and methods courses to meet state requirements. Practice teaching is necessary for a life license. Students receiving the bachelor of arts degree may secure licenses in some class below Class A if their education credits qualify them for such a license, but not for a Class A license.

Class B Professional Secondary License—Good for three years, based on one hundred thirty-five quarter hours of college work, including eighteen quarter hours' professional training with emphasis on secondary education, renewable on eight quarter hours' work, six times. (Fee $1.00, payable to State Department of Education.)

Class B Professional Elementary License—Good for three years, based on one hundred thirty-five quarter hours of college work, including eighteen quarter hours' professional training with emphasis on elementary education, renewable on eight quarter hours' work, six times. (Fee $1.00, payable to State Department of Education.)

Class C Professional Secondary License—Good for two years, based on ninety quarter hours' of college work, including thirteen and one-half quarter hours' professional training with emphasis on secondary education, renewable on eight quarter hours' work, six times. (Fee $1.00, payable to State Departm_ent of Education).

Class C Professional Elementary License—Good for two years, based on ninety quarter hours of college work, including thirteen and one-half quarter hours' professional training with emphasis on elementary education, renewable on eight quarter hours' work, six times. (Fee $1.00, payable to State Department of Education.)

Class D Professional Elementary License—Good for one year, based on forty-five quarter hours of work, including nine quarter hours' professional training with emphasis on elementary education, renewable on eight quarter hours' work, six times. (Fee $1.00 payable to State Department of Education.)

Class E Provisional Elementary License—Good for one year, based on graduation from an approved high school and eighteen quarter hours of professional college work, renewable four times on eight quarter hours' work, one-fourth of which must be professional. (Fee $1,00, payable to State Department of Education.)

Class F Professional Elementary License—Good for one year, based on three years' high school training and nine quarter hours of professional college work, renewable four times on eight quarter hours' work, one-fourth of which must be professional. (Fee $1.00, payable to State Department of Education.)

Renewal of License—Any license, including Mississippi Southern College certificates, may be renewed by taking the regular student load during a school term of six weeks under the laws of the State of Mississippi and the regulation of the State Board of Examiners. (Fee $1.00, payable to State Department of Education.)

MINIMUM REQUIREMENTS OF STATE HIGH SCHOOL ACCREDITING COMMISSION FOR HIGH SCHOOL TEACHERS

Subject	Qtr. Hrs.
English	36
Social Studies	36
Mathematics	22
Science	36
Biological Science	36
Physical Science	36
Foreign Language	18 or 27
Home Economics	45
Commerce	36
Journalism	9
(Plus 36 quarter hours in English)	
Music Education (Public School Music)	36
Physical Education	24
(12 quarter hours in health education and 12 quarter hours in physical education)	
Bible	18
Speech	18
(Plus 18 quarter hours in English)	
Library Science	
Schools enrolling 300 or more in high school	30
Schools enrolling 100-300	18
Schools enrolling less than 100	9

In the larger schools instructors usually teach in only one field, but if you expect to teach in a small school, it will be advisable to meet state requirements in two fields.

PRE-PROFESSIONAL CURRICULA

In addition to these degrees, the College offers curricula in many pre-professional fields. The pre-professional curricula in the fields of medicine, dentistry, hospital technician, law, engineering, and pharmacy are particularly attractive. These curricula are outlined below:

Pre-Medical

	Hours
Freshman Year	
English 25, 26, 27, 28	9 or 10
Chemistry 25, 26, 27	12
Mathematics 32, 35	8
Biology 37, 38, 39	12
Electives	7
Sophomore Year	
Physics 80, 81, 82	12
Chemistry 75, 76	8
German or French	12
Biology 143, 144	8
Electives	8
Junior Year	
Chemistry 130, 131, 132	12
German or French	12
Electives	24

Pre-Dental

Freshman Year

English 25, 26, 27, 28	9 or 10
Chemistry 25, 26, 27	12
Biology 37, 38, 39	12
Mathematics 32, 35	8
Electives	7

Sophomore Year

Physics, 80, 81, 82	12
German or French	12
Electives	24

Junior Year

Chemistry 130, 131, 132	12
German or French	12
Electives	24

Hospital Technician

Freshman Year

English 25, 26, 27, 28	9 or 10
Chemistry 25, 26, 27	12
Biology 37, 38, 39	12
Electives	15

Sophomore Year

Chemistry 75, 76, 77	12
Biology 166	4
Physics 80, 81, 82	12
Electives	20

Pre-Legal

Freshman Year

English 25, 26, 27, 28	9 or 10
Library Science 29	1
A foreign language or science	12
History 27, 28	8
Government 25, 45	8
Mathematics	4
Health and Physical Education	3
Electives	4

Sophomore Year

English 75, 76	8
Speech 52	4
A foreign language, science, or electives	12
History 61, 62, 63	12
Economics 55	4
Sociology 63 or Psychology 65	4
History 174, 179, or 190	4
Health and Physical Education	3

Pre-Engineering

Freshman Year

English 25, 26, 27, 28	9 or 10
Mathematics 32, 35	8
Chemistry 25, 26, 27	12
Government 25	4
Economics 55	4
Electives	3

Sophomore Year

Mathematics 75, 76	8
English 75, 76	8
Physics 80, 81, 82	12
Mathematics 175, 176	8
Engineering Drawing	6
Electives	6

Pre-Pharmacy

The first year of the four-year pharmacy course can be obtained as follows:

English 25, 26, 27, 28	9 or 10
Chemistry 25, 26, 27	12
Biology 37, 38, 39	12
Electives	15

PROGRAMS OF STUDY AVAILABLE

The above degrees and curricula enable Mississippi Southern College to offer a wide pattern of courses that will lead directly into many different professions. The courses listed below are common patterns of study available for students. Students who have a very definite career in mind and who do not find the suggested pattern listed below should write the Dean of the College for information about the program.

Accounting
Agriculture
Applied Music
Architecture
Art—Commercial
Supervisory
Band
Biology
Business Administration
Business Education
Chemistry
Commerce
Dentistry
Dramatics
Economics
Education
Engineering
English
Entomology
Foreign Language
Foreign Service
French
Geography
Geology
Government
Health Education
History
Home Economics
Hospital Technician
Industrial Arts
Interior Decoration
Journalism
Law
Library Science
Marketing and Merchandising
Mathematics
Medicine
Ministry
Music
Music Education
Occupational Therapy
Organ
Pharmacy
Physical Education
Piano
Political Science (See Government)
Psychology
Public School Music
Radio Arts
Religious Education
Sanitation
Science
Secretarial Training
Small Business
Social Studies
Social Work
Sociology
Spanish
Speech
Teacher, Elementary School
Teacher, High School
Veterinary Science
Violin
Vocational Education
Voice
Wind Instruments

HONORS

Students may earn their degrees with honors, with high honors, or with highest honors. In order to win one of these awards a student must have no grade below a C. The student must have been in residence at Mississippi Southern College at least five quarters. The degree with honors will be awarded those students who have earned an average of 2¼ quality points on all work; with high honors to those who have earned 2½ quality points on all work; and highest honors to those who have earned 2¾ quality points on all work. The quality points must be earned on the work carried at Mississippi Southern College.

ACADEMIC GUIDANCE

Mississippi Southern College attempts to provide adequate academic guidance for its students. All students who have chosen their major fields are assigned to the professor in charge of the department. Students who have not selected majors are assigned to other members of the faculty, but upon choice of a major, they are transferred to their major professor. Students who are pursuing pre-professional curricula have special advisers whose interest and training enable them to give the student adequate guidance.

These advisers undertake to aid their students in the planning of their course of study and in meeting any other problems of college life. Regular conferences are planned by the advisers but students are urged to consult their advisers whenever any problem arises. In addition to the regularly assigned advisers the President and other administrative officers are available to students who have unusual problems.

SCHOLASTIC REGULATIONS

Exemption from Core Requirements

Students may be exempt from any part of the core requirements for any of the degrees on the basis of attainment in the field as demonstrated by a test and by high school record. Such exemption is granted by the head of the department involved with the approval of the Dean on application by the student. The granting of exemption does not involve the bestowal of credit; neither does it reduce the total number of hours to be earned for a degree. Its only effect is to increase the number of elective credits which the student may offer as a part of his program for a degree.

Program of Work

The programs of work outlined for students in this bulletin are considered the best general programs available for the attainment of the ends the student has in view. It is expected that all students will conform to the core requirements. In the case of the major and minor programs, some flexibility will be allowed. It is obvious that no pragram can meet the needs of every student. Major advisers will endeavor to see that the programs authorized for their advisees insure the most favorable training for the individual concerned.

Physical Education

Freshman and sophomore students are required to earn one hour of physical education credit during each quarter of the freshman and sophomore years unless excused from the requirement by the instructor in physical education, the college physician, or the Dean.

Quarter Hours

An applicant for a degree must complete one hundred ninety-two quarter hours, including the core requirements as listed under the particu-

lar degree curriculum pursued, and the major and minor requirements outlined elsewhere in the catalog. Not more than six hours of practical music (chorus, band, or orchestra) may be counted toward a degree except by students who are majoring or minoring in music. Not more than twelve hours in physical education activity courses may be used in meeting the degree requirements.

A student is allowed six years in which to meet the requirements listed in the catalog under which he entered.

Residence Attendance

A degree will not be granted without residence attendance of three quarters and the last quarter must be in residence, except that a maximum of four quarter hours of correspondence or extension credit may be earned after the last quarter of residence. See requirements on page ? for pre-law, pre-medicine and pre-dental students. At least forty-eight hours must be earned in residence.

Transfer students must take at least twelve hours of residence work in their majors at this institution.

Quality Requirements

Each grade of A carries three quality points for each quarter hour of credit. Each grade of B carries two quality points for each quarter hour of credit. Each grade of C carries one quality point for each quarter hour of credit. Grades of D carry no quality points. A student must make as many quality points as the total number of quarter hours earned at Mississippi Southern College. It is provided that high grades in institutions from which credits are transferred to this college may not offset low grades made in this institution.

Transfer students must present transcripts showing a C average. Transfer students having scholastic deficiencies must compensate for the deficiency by earning additional quality points at M. S. C.

A student may not major or minor in a department in which he has earned fewer quality points than hours.

Junior college courses are numbered below one hundred. Senior college courses are numbered above one hundred. Junior college students are not permitted to register for senior college courses. Exceptions to this regulation may be made by special permission of the Dean to students of sophomore classification who wish to register for professional courses in the senior college in order to qualify for a license to teach, and also to mature and experienced teachers who have not met requirements for admission to the senior college. Senior college students may register for junior college courses. However, candidates for a degree must complete at least sixty-eight hours in senior college courses.

Since the policy of the College is to require evidence of ability to do independent work in a student's chosen field in the senior college division, juniors and seniors who register for courses numbered below one hundred in any department or division of the College except physical education, music, natural science, and practical and fine arts are expected to do some research type work in addition to the work regularly required of freshmen and sophomores in the same courses.

Hours in Courses Numbered Above One Hundred

Candidates for a degree are required to complete sixty-eight hours in courses numbered above one hundred.

Scholarship Standards

Students must maintain a reasonable academic record in order to be retained in college. Students must pass each quarter a minimum of seven hours with no fewer than seven quality credits. Exceptions to the above provisions will be allowed only by the Scholarship Committee on the presentation of satisfactory reasons by the individual concerned.

Freshman students who fail to reach this standard will be allowed to remain in college on probation a second quarter if the Scholarship Committee finds that conditions justify it. In no case, however, will a first-quarter freshman student be permitted to remain who has not passed a minimum of three quarter hours of work. Other freshman students must have passed a minimum of ten quarter hours of work. During the succeeding quarter, the student is expected to meet the minimum requirement.

Failure to meet the above scholastic requirements results in automatic suspension from college for the next succeeding quarter.

Approval of Faculty

After a student has met the scholarship requirements for a certificate or degree, the question of his graduation shall be submitted to a vote of the faculty. If a majority of the faculty shall vote favorably, the President is authorized to grant the certificate or degree.

Second Bachelor's Degree

Mississippi Southern College will confer a second bachelor's degree upon its graduates or those of any other institution of like standing provided they complete, in addition to the credits used for the first degree, a total of forty-eight quarter hours of credit with forty-eight quality points. The courses will be chosen with the advice of the student's major professor.

Calendar

Students should consult the academic calendar for the schedule of registration, placement tests, assembly, and class meetings during registration week.

Late Registrations

A fee of two dollars is charged for registering after registration day. No student may enter after the first day of the third calendar week of any quarter. No student who enters after the first week may take more than twelve hours, but those entering any time during the first week may take a full load of sixteen hours, provided they make up the work missed in all classes.

Students registering for a half quarter may not register for a full load after the second day of the term. Seniors expecting to graduate at the end of a half quarter term must register within the first two days of the term regardless of load.

Program Changes

Students who find that they are not prepared for courses for which they are registered may be allowed to withdraw on the recommendation of the instructor with the approval of the Dean. Students will not be permitted to withdraw from a course after the eighth week of a quarter. A fee of one dollar is required for a change in registration after the regular registration period.

Correspondence Work in Residence

Students will not be permitted to do correspondence study while in resi-

dence. Exceptions will be made to this regulation only in the case of graduating seniors.

Language Credit

Students are expected to complete a minimum of one year's work in a foreign language in order for the credit to be counted toward the degree. It is expected that as a normal policy students will complete two years of a foreign language.

Load of Work

The normal student load is twelve to eighteen quarter hours. Students who are listed on the honor roll will be permitted to take twenty quarter hours of work during the next quarter of attendance.

Seniors may take twenty quarter hours during any one of their last three quarters provided they shall not have made a grade lower than C during the previous quarter.

Students who have maintained a place on the honor roll for two or more continuous quarters of their residence are exempted from all load restrictions.

Honor Roll

Students will be listed on the honor roll if they have maintained a quality point ratio of 2.25 on an academic load of fifteen quarter hours or above, provided they have no grade of D or below. Membership on the honor roll carries with it certain academic and social privileges.

Absences

Students are expected to attend all classes regularly. When it is necessary for students to be absent from classes, courtesy requires an explanation to the instructor in charge. Absences totaling more than one-third of the number of recitations will make it impossible to earn credit in any course.

Chapel Attendance

All students are required to attend chapel on Monday of each week. For each unexcused absence one quality point will be deducted from the student's record in the Registrar's Office.

Examinations

Examinations shall be held on the last two days of the fall, winter and spring quarters, the examination schedule being as follows:

First Day:

8:00 A. M. to 10:00 A. M.	FIRST HOUR classes
10:00 A. M. to 12:00 Noon	SECOND HOUR classes
1:30 P. M. to 3:30 P. M.	THIRD HOUR classes
3:30 P. M. to 5:30 P. M.	SEVENTH HOUR classes

Second Day:

8:00 A. M. to 10:00 A. M.	FOURTH HOUR classes
10:00 A. M. to 12:00 Noon	FIFTH HOUR classes
1:30 P. M. to 3:30 P. M.	SIXTH HOUR classes
3:30 P. M. to 5:30 P. M.	EIGHTH HOUR classes

During each of the two terms of the summer quarter the last regularly scheduled meeting of a class shall be used for examination purposes.

No final examinations are permitted prior to the regular scheduled period.

A student who is absent from the examination without valid reason approved by the Dean forfeits credits for the quarter. Students will be charged a fee of $1.00 for special examination unless excused by the Dean.

At the end of their graduating quarter, seniors are exempt from final examinations in those courses in which their class grade is B or above, provided they have made an average of B or above in all academic work for each of the two preceding quarters.

Grading System

A —indicates the very superior group, normally about five per cent of the class.

B —indicates the superior to average group, about twenty per cent of the class.

C —indicates the average group, about fifty per cent of the class.

D —indicates the inferior to average group, about fifteen per cent of the class.

E —indicates failure with condition. It becomes an F if the condition is not removed within the next calendar year, or, if the student is not in residence during the year, within the next quarter of attendance. An E grade cannot be raised higher than a D.

F —indicates failure without condition, necessitating repetition of the course.

Inc—indicates an incomplete record. An "Inc" becomes an F if the work is not completed within the next calendar year, or, if the student is not in residence during the year, within the next quarter of attendance.

W—indicates withdrawal. After the fourth week of any quarter, the instrutor is asked to indicate by WP if student is passing the course at time of withdrawal or WF if student is failing at time of withdrawal. No student will be allowed to withdraw from a course after the eighth week.

Definitions

The college session includes four quarters, beginning in September and ending in August.

A quarter consists of twelve weeks.

A "credit" (called also quarter hour, or "hour") measures college work and represents the credit received for the successful pursuit of the college subject for one quarter (twelve weeks), one sixty-minute class period per week (laboratory subjects double length period). For example, a subject meeting four times a week for one quarter gives four credits. A credit is presumed to require from one and one half to two hours of preparation for each recitation. (For laboratory double-period, one-half to one hour of preparation.)

Course numbers have the following meaning:

Nos. 1- 49—First year courses—Freshman
Nos. 50- 99—Second year courses—Sophomore
Nos. 100-149—Third year courses—Junior
Nos. 150-199—Fourth year courses—Senior
Nos. 500-600—Graduate courses

Numbers followed by an "s" (as English 75s) indicate double courses which terminate in a half quarter. These are four quarter hour courses and meet twice a day.

Numbers followed by an "x" (as Government 105x) indicate double courses which terminate in a half quarter. These are two quarter hour courses and meet once a day.

Numbers followed by a "z" (as Library Science 29z) indicate double courses which terminate in a half quarter. These are one quarter hour courses and meet twice a week.

A "memorandum of credits" is a statement showing the courses completed and credits earned by the student. Each student is entitled to one copy of his memorandum of credits and to have it posted and checked in the records office at least once in each session. A fee of fifty cents is charged for a second copy of this document.

A student is ranked as—

Freshman when he has fewer than 40 hours.

Sophomore when he has as many as 40 hours and fewer than 90 hours.

Junior when he has as many as 90 hours and fewer than 132 hours.

Senior when he has 132 or more hours.

THE DIVISION OF BIOLOGICAL SCIENCES

J. F. Walker, Chairman

Mr. Hurst Mr. Varrelman Dr. Walker Mr. Ward

The Division of Biological Sciences includes fundamental and specialized courses in anatomy, bacetriology, botany, zoology and nature study. In 1947 and 1948 the facilities of the biology laboratories were greatly expanded by the purchase and installation of a large amount of new scientific equipment and the furnishing of new laboratories.

Combinations of courses can be worked out to satisfy requirements for majors and minors in this field and to meet the requirements of pre-professional students in the fields of medicine, dentistry, medical technicians, forestry, sanitary inspectors and other phases of public health work. A full year's work is provided especially for majors in Health and Physical Education.

The Division actively cooperates in the biological work done on the gulf coast at the Gulf Coast Research Laboratory. All majors are urged to earn at least six quarter hours of credit at the Gulf Coast Research Laboratory.

Natural groupings of courses are listed below to faciliate selection of courses by majors in different fields of biology and to serve as a guide to students preparing to enter specialized fields:

(a) Biology 37, 38, and 39—the basic course for all majors and pre-professional students.
(b) Zoology 142, 143, and 144 or Zoology 167 in place of 142.
(c) Biology 117, 118, 120, 139, 145, and 187.
(d) Biology 129, 136, and 182.
(e) Biology 140, 142, 152, 153, 155, 166, 167, and 182.
(f) Biology 125 and 147.

For those who have a preference for the study of animals instead of plants, groups "a" and "b" and at least three of the courses listed under "e" above are recommended for a major. The same groups are recommended for pre-medical and pre-dental students.

Students who expect to enter agriculture, horticulture, or forestry should take groups "a" and "c" for a major.

Prospective biology teachers should take groups "a", "c" and at least four courses from group "e".

Group "f" is especially significant for teachers of the lower grades.

Group "a" and "d" are recommended for Health and Physical Education majors.

GENERAL COURSES

22—**Survey of Biological Sciences.** Four hours.

Required of all students who have had no high school science. The similarities and differences between plants and animals, major biological processes, structure and functions of parts of animal and plant bodies, theories of creation, and practical applications of biologcal information are stressed.

37—**Biology.** Four hours.

Two theory periods and two two-hour laboratory periods each week.

This course deals with the major principles of biology with the greater emphasis on animal life. The concept of protoplasm, cell theory, tissues, early embryological development, classification of the animal kingdom are

considered. Representative invertebrates studied in the laboratory and tissues.

38—**Biology.** Four hours.

Prerequisite: Biology 37 .

Two theory periods and two two-hour laboratory periods each week.

A continuation of Biology 37. A study of the respiratory, circulatory, and reproductive systems of animals and plants and excretory systems of representative plants, vertebrates and invertebrates. Representative invertebrates, plants and the frog studied in the laboratory.

39—**Biology.** Four hours.

Prerequisite: Biology 38.

Two theory periods and two two-hour laboratory periods each week.

A continuation of Biology 38. A study of the principles of genetics and evolution. In the laboratory, a study of representative vertebrates.

ZOOLOGY

115—**Entomology.** Four hours.

Prerequisite: Biology 37, 38, 39.

This course is designed as an elementary study of the principal groups of insects. Life habits, structural adaptations, life history, natural homes, classifications and the economic importance of certain species will be considered.

140—**Genetics.** Four hours.

Prerequisite: Biology 37, 38 and preferably 39.

Heredity. The fundamental principles of heredity.

142—**Protozoology.** Four hours.

Prerequisite: Biology 37, 38 and 39.

Two theory periods and two two-hour laboratory periods each week.

A study of parasitic and free-living protozoa, life histories and anatomy of typical forms. The student is required to prepare permanent mounts of protozoa.

143—**Comparative Anatomy.** Four hours.

Prerequisite: Biology 37, 38 and 39.

Two theory periods and two two-hour laboratory periods each week.

Comparative anatomy of chordates. The lower chordates through the dogfish will be studied in the laboratory.

144—**Comparative Anatomy.** Four hours.

Prerequisite: Zoology 143.

Two theory periods and two two-hour laboratory periods each week.

A continuation of Biology 143. Laboratory work devoted primarily to the study of the turtle and the cat.

153—**Marine Zoology.** Six quarter hours.

Taught at Gulf Coast Research Laboratory. This course will consist of the classification, distribution, life history and economic importance of species peculiar to the coastal region of Mississippi, with special reference to ecological relationships. The course will be based primarily upon living material collected in the field from marine, fresh water, and terrestrial habitats. The class will prepare records and learn to use keys for the identification of the regional fauna.

154—**Endocrinology.** Three hours.

Advanced standing in biology required.

This course is given under the direction of the graduate school at the University of Mississippi at the Gulf Coast Research Laboratory and may

be used for graduate credit at the University of Mississippi or at Mississippi Southern College.

166—**Microtechnic.** Four hours.

Prerequisite: Biology 37, 38, 39.

Microtechnique for microscopic study of preserved animal tissues. Open to juniors and seniors and others by special permission. One hour lecture and six hours laboratory per week.

167—**Histology.** Four hours.

Prerequisite: Biology 37, 38, and 39.

Three lecture periods and one two-hour laboratory period each week. Microscopic anatomy for general students. Recommended for hospital technicians, nurses and biology majors.

168—**Biological Problems.** Two hours.

This is a course in special techniques designed for majors in their senior year who may need some basic biological technique as a tool for future research. The student will be expected to do individual work after advisement with instructor in charge. This course will be given only by special permission to hardship cases.

BOTANY

117—**Botany.** Four hours.

Two theory periods and two two-hour laboratory periods each week.

A study of gross and microscopic structures, and physiological processes of the spermatophytes.

118—**Botany.** Four hours.

Prerequisite: Botany 117.

Two theory periods and two two-hour laboratory periods each week.

A study of the morphology and life histories of representative Tallophytes, Bryophytes, and Pteridophytes.

120—**Taxonomy of Higher Plants.** Four hours.

Prerequisite: Botany 117 and 118.

Two theory periods and two two-hour laboratory periods each week.

A study of the classification of both wild and cultivated seed plants, including theoretical, laboratory, and field work.

139—**Bacteriology.** Four hours.

Prerequisite: Biology 37, 38 and 39, except for students majoring in home economics.

Two theory periods and two two-hour laboratory periods each week.

A general course in bacteriology dealing with fundamental principles, morphological and cultural characteristics of several forms. Protozoa, molds, and yeasts are also considered.

145—**Applied Bacteriology.** Four hours.

Prerequisite: Bacteriology 139.

Two theory periods and two two-hour laboratory periods each week.

A course supplementing Bacteriology 139, with special emphasis on clinical diagnosis by laboratory methods. This includes work with urine, blood, and sputum. Sanitary aspects of Bacteriology are considered through study of intestinal parasites and by water and milk analyses.

152—**Field Botany.** Three hours.

Taught at Gulf Coast Research Laboratory. A study of some typical areas of the coastal plain, an island and the marsh flora, will be made. Field trips will be conducted daily except Sunday. Plants will be collected, identified, and preserved in herbaria. These will become the property of the

collector. Plant presses, herbarium paper, and other laboratory equipment necessary for the proper conduction of the course will be supplied.

155—**Mississippi Algae.** Four hours.

Prerequisite: One year botany.

A study of the algae of the Gulf Coast region will be made at the Gulf Coast Research Laboratory near Ocean Springs, Mississippi.

187—**Bacteriology.** Four hours.

Prerequisite: Biology 139.

Two theory periods and two two-hour laboratory periods each week.

A course supplementing Bacteriology 139, with special emphasis on molds, yeasts, and bacteria associated with disease.

NATURE STUDY

116—**Ecology of Flowering Plants.** Four hours.

A study will be made of native and introduced plants which are used in ornamental gardening. This course is especially designed for those who are interested in garden club work. Teachers in the elementary grades will find this course a valuable aid in the teaching of nature study.

147—**Nature Study and Elementary Science.** Four hours.

Two theory periods and two two-hour periods each week.

This course is intended to acquaint the prospective teacher of the elementary grades with knowledge of those things that are part of the environment of every child, and to give general directions as to material and methods to be used. Especially planned to meet the needs of the elementary teacher.

ANATOMY AND PHYSIOLOGY

119—**Alcohol Studies.** Two hours.

The application of scientific findings to the solution of a social problem. This course will follow, in general, the subject matter as presented by the Yale University Summer School on Alcohol Studies.

129—**Physiology.** Four hours.

A study of the general physiology of the human body especially arranged for average college students. Stress is laid upon the facts of physiology in their relation to the interpretation of diseases. Health 136 is recommended to follow or precede this course. One two-hour laboratory period and three lectures per week.

136—**Anatomy.** Four hours.

Study of the construction of the human body, especially arranged for averaged college students. A fairly comprehensive knowledge of the human body. Especially for students of physical education.

182—**Kinesiology.** Four hours.

Prerequisite: Biology 37, 38, 39 and 136.

This course is designed primarily for majors in health and physical education. A careful study will be made of the principal bones of the body and the origin, insertion and function of the principal body muscles.

DIVISION OF COMMERCE

C. C. Dawson, Chairman

The purpose of the Division of Commerce is to provide classroom instruction and work experience essential for the education and training of qualified personnel for teaching and business positions.

Students planning to major or minor in commerce should study the core and basic divisional requirements to ascertain whether they are meeting the conditions set forth in the catalogue. Freshmen and sophomore requirements must be met before a student is ready to continue with junior and senior work in his field of major interest. Students should be sure they are meeting the requirements, that a minimum of sixty-eight quarter hours of work must be in classes numbered above one hundred.

The Division of Commerce provides majors in eight fields of specialization: Business Education, designed to qualify students to become teachers of business in high school; Business Administration, designed to qualify young men and women for positions of leadership in the business and commercial world; Marketing and Merchandising, intended to qualify individuals for positions in distributive education, managing their own business or securing positions leading to a managership of large units of chain or department stores; Office Management, designed to train young men and women in the principles of office management to enable them to manage their own offices, secure positions as managers of small offices, or employment in large offices leading to positions of office managers; Personnel Management, designed to train young men and women in the techniques of selecting personnel and the solving of personnel problems; Secretarial Studies, intended to train capable and qualified men and women to enter and take positions of responsibility and leadership as stenographers and secretaries; Accounting, intended to qualify students to do business and public accounting; Economics, which will give students a basic foundation in economic theory and qualify them to enter business and governmental pursuits or enter a graduate school of economics and Business Administration.

Besides these fields of major interest, special courses are offered for students desiring short courses in managing small businesses, secretarial work, pre-law and specialized work in other fields.

Curriculum Leading to BACHELOR OF SCIENCE DEGREE Recommended for BUSINESS EDUCATION MAJOR

Freshman Year

	Hours
English 25, 26, 27 and 28—Freshman Composition	9-10
Library Science 29	1
Social Studies 25, 29 or 109 and two others	14
Science 22, 23 and 24	12
Physical Education—Activity Course	3
Mathematics 21—Required	4
Commerce 35, 36, 37 and/or 92	9
Commerce 40—Introduction to Business—Required	4

Sophomore Year

English 75, 76, 52—Speech and 62—Business English	16
Commerce 55—Principles of Economics—Required	4
Commerce 56—Economic Problems—Required	4
Mathematics or Science	4
Psychology 65—Elementary Psychology	4
Physical Education—Activity Course	3
Commerce 66, 67 and 68 or equivalent	12
Commerce 71, 72, and 73—Accounting	12

Junior and Senior Years

Health and Physical Education—Selected from 27, 79, 125	10
Commerce 107—Economics of Consumption—or 134—Salesmanship	4
Commerce 118—Secretarial Practice or Commerce 114—Advanced Dictation and Transcription	4
Commerce 150—Office Appliances	4
Commerce 166—Business Law I	4

Professional

*Psychology 119—Educational Psychology	4
*Education 113—Principles of High School Teaching	4
Education 162—Curriculum Construction	2
Education 163—Curriculum Laboratory	2
Education 169—Tests and Measurements	4
*Commerce 125—Methods and Materials	4
*Education 185 and 186—Directed Teaching	10
Commerce 195—Foundations of Business Education—Recommended	4
Electives—Sufficient to make a total of 192 hours	
Total requirements for graduation	192

*Specific requirements by the State Department of Education

NOTE: Sixty-eight hours must be in classes numbered above 100.

NOTE 2: Substitutions for required courses may be made by the advisor and Chairman of the Division when necessary and advisable.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

OFFICE MANAGEMENT MAJOR

Freshman Year

	Hours
English 25, 26, 27 and 28—Freshman Composition	9-10
Library Science 29	1
Social Studies 25, 29 or 109 and Sociology 63 or 75 and one other	14
Science 22, 23 and 24	12
Physical Education—Activity Course	3
Mathematics 31	4
Commerce 35 and 36—Typewriting or equivalent	6
Commerce 40—Introduction to Business	4

Sophomore Year

English 75, 76, 52—Speech and 62—Business English	16
Commerce 55—Principles of Economics—Required	4
Commerce 56—Economic Problems—Required	4
Psychology 65—Required	4
Physical Education—Activity Course	3
Commerce 71 and 72—Accounting	8

Junior and Senior Years

Health and Physical Education—Selected from 27, 79, 125	10
Psychology 129 or 139—Required	4
Education 136—Principles of Guidance—Required	4
Mathematics 120—Statistics	4

Commerce 107—Consumer Economics	4
Commerce 118—Office Practice and Procedure—Required	4
Commerce 150—Office Appliances	4
Commerce 160—Office Management—Required	4
Commerce 182—Personnel Management	4
Commerce 166 and 167—Business Law I and II	8
Minor	28

Electives—Sufficient to make a total of 192 hours to be chosen with the advice and consent of the student's advisor and Chairman of the Division.

Total requirements for graduation 192

NOTE: Sixty-eight hours must be in classes numbered above 100.

NOTE 2: Substitutions for required courses may be made by the Chairman of the Division when necessary and advisable.

Curriculum Leading to BACHELOR OF SCIENCE DEGREE Recommended for SECRETARIAL STUDIES MAJOR

Freshman Year

	Hours
English 25, 26, 27 and 28—Freshman Composition	9-10
Library Science 29	1
Social Studies 25, 29 or 109 and two others	14
Science 22, 23 and 24	12
Physical Education—Activity Course	3
Mathematics 21—Required	4
Commerce 35, 36 and 37 and/or 92—Typewriting	9
Commerce 40—Introduction to Business—Required	4

Sophomore Year

English 75, 76, 52—Speech and 62—Business English	16
Commerce 55—Principles of Economics—Required	4
Commerce 56—Economic Problems—or Commerce 107	4
Mathematics or Science	4
Psychology 65—Elementary Psychology	4
Physical Education—Activity Course	3
Commerce 66, 67 and 68—Secretarial Studies—Shorthand or Equiv.	12
Commerce 71 and 72—Accounting	8

Junior and Senior Years

Health and Physical Education—Selected from 27, 79, 125	10
Commerce 114—Advanced Dictation and Transcription	4
Commerce 118—Office Practice and Procedure	4
Commerce 150—Office Appliances	4
Commerce 151, 160 or 162	4
Commerce 166—Business Law I	4
Minor	28

Electives—Sufficient to make a total of 192 hours to be chosen with the advice and consent of the student's advisor and Chairman of the Division.

Total requirements for graduation 192

NOTE: Sixty-eight hours must be in classes numbered above 100.

NOTE 2: Substitutions for required courses may be made by the Chairman of the Division when necessary and advisable.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
BUSINESS ADMINISTRATION MAJOR

Freshman Year

	Hours
English 25, 26, 27 and 28—Freshman Composition	9-10
Library Science 29	1
Social Studies 25, 29 or 109 and two others	14
Science 22, 23 and 24	12
Physical Education—Activity Course	3
Mathematics 21 or Mathematics 31—Required	4
Commerce 35 and 36—Typewriting or equivalent	6
Commerce 40—Introduction to Business—Required	4

Sophomore Year

English 75, 76, 52—Speech and 62—Business English	16
Commerce 55—Principles of Economics—Required	4
Commerce 56—Economic Problems or 169—Economic Theory—Req.	4
Mathematics 60—Mathematics of Finance—Required—May be used to meet the required elective in Mathematics and/or Science	4
Psychology 65—Elementary Psychology	4
Physical Education—Activity Course	3
Commerce 71, 72, and 73—Accounting	12

Junior and Senior Years

Health and Physical Education—Selected from 27, 79, 125	10
Mathematics 120—Statistics	4
Commerce 121—Advanced Accounting I	4
Commerce 127—Labor Problems	4
Commerce 140—Business Organization	4
Commerce 166 and 167—Business Law I and II	8
Commerce 180—Busines sStatistics	4
Commerce 182—Personnel Management or 189, Corporation Finance	4
Minor	28

Electives—Sufficient to make a total of 192 hours to be chosen with the advice and consent of the student's advisor and Chairman of the Division.

Total requirements for graduation	192

NOTE: Sixty-eight hours must be in classes numbered above 100.

NOTE 2: Substitutions for required courses may be made by the advisor and Chairman of the Division when necessary and advisable.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
ECONOMICS MAJOR

Freshman Year

	Hours
English 25, 26, 27 and 28—Freshman Composition	9-10
Library Science 29	1
Social Studies 25, 29 or 109 and two others	14
Science 22, 23 and 24	12
Physical Education—Activity Course	3

Mathematics 21 or 31—Required	4
Foreign Language (Not required for B.S. Degree)	12

Sophomore Year

English 75, 76, 52—Speech and 62—Business English	16
Commerce 55—Principles of Economics—Required	4
Commerce 56—Economic Problems—Required	4
Mathematics 60—Mathematics of Finance or 120—Statistics	4
Psychology 65—Elementary Psychology	4
Physical Education	3
Foreign Language (Not required for B.S. Degree)	12

Junior and Senior Years

Health—Selected from Health 27, 79 and 125	10
Commerce 169—Economic Theory—Required	4
Minimum of 28 hours to be chosen from the following courses:	
Commerce 111 and/or 112—Economic History	4-8
Commerce 127—Labor Problems	4
Commerce 129—Public Finance	4
Commerce 132—Insurance	4
Commerce 133—Money and Banking	4
Commerce 153—Marketing	4
Commerce 180—Business Statistics and Forecasting	4
Commerce 186—Social Security	4
Commerce 187—Field of Public Assistance	4
Commerce 188—Social Insurance	4
Commerce 189—Corporation Finance	4
Minor	28

Electives—Sufficient to make a total of 192 hours to be chosen with the advice and consent of the student's advisor and Chairman of the Division.

Total requirements for graduation	192

NOTE: Sixty-eight hours must be in classes numbered above 100.

NOTE 2: Substitutions for required courses may be made by the Chairman of the Division when necessary and advisable.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

PERSONNEL MANAGEMENT MAJOR

Freshman Year

	Hours
English 25, 26, 27 and 28—Freshman Composition	9-10
Library Science 29	1
Social Studies 25, 29 or 109 and Sociology 63 or 72 and one other	14
Science 22, 23 and 24	12
Physical Education—Activity Course	3
Mathematics 31	4
Commerce 35 and 36—Typewriting or equivalent	6
Commerce 40—Introduction to Business	4

Sophomore Year

English 75, 76, 52—Speech and 62—Business English	16
Commerce 55—Principles of Economics—Required	4
Commerce 56—Economic Problems—Required	4
Psychology 65—Required	4

Physical Education—Activity Course	3
Commerce 71 and 72—Accounting	8

Junior and Senior Years

Health and Physical Education—Selected from 27, 79, 125	10
Psychology 129 or 139—Required	4
Education 134—Principles of Guidance—Required	4
Mathematics 120—Statistics	4
Commerce 127—Labor Problems—Required	4
Commerce 150—Office Appliances	4
Commerce 160—Office Management	4
Commerce 134—Salesmanship	4
Commerce 155—Sales Management	4
Commerce 182—Personnel Management—Required	4
Commerce 166 and 167—Business Law I and II	8
Minor	28

Electives—Sufficient to make a total of 192 hours to be chosen with the advice and consent of the student's advisor and Chairman of the Division.

Total requirements for graduation	192

NOTE: Sixty-eight hours must be in classes numbered above 100.
NOTE 2: Substitutions for required courses may be made by the Chairman of the Division when necessary and advisable.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

MAJORS IN MARKETING AND MERCHANDISING

Freshman Year

	Hours
English 25, 26, 27 and 28—Freshman Composition	9-10
Library Science 29	1
Social Studies 25, 29 or 109 and two others	14
Science 22, 23 and 24	12
Physical Education—Activity Course	3
Mathematics 21—Required	4
Commerce 35 and 36—Typewriting or equivalent	6
Commerce 40—Introduction to Business—Required	4

Sophomore Year

English 75, 76, 52—Speech and 62—Business English	16
Commerce 55—Principles of Economics—Required	4
Commerce 56—Economic Problems—Required	4
Mathematics or Science	4
Psychology 65—Elementary Psychology	4
Physical Education—Activity Course	3
Commerce 71, 72, and 73—Accounting	12

Junior and Senior Years

Health and Physical Education—Selected from 27, 79, 125	10
Psychology 129—Required	4
Commerce 107—Economics of Consumption	4
Commerce 134—Salesmanship	4
Commerce 135—Retail Merchandising	4
Commerce 137—Advertising	4
Commerce 153—Marketing	4

Commerce 154—Buying	4
Commerce 155—Sales Management	4
Commerce 166—Business Law I	4
Minor	28

Electives—Sufficient to make a total of 192 hours to be chosen with the advice and consent of the student's advisor and Chairman of the Division.

Total requirements for graduation 192

NOTE: Sixty-eight hours must be in classes numbered above 100.

NOTE 2: Substitutions for required courses may be made by the advisor and Chairman of the Division.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
ACCOUNTING MAJOR

Freshman Year

	Hours
English 25, 26, 27 and 28—Freshman Composition	9-10
Library Science 29	1
Social Studies 25, 29 or 109 and two others	14
Science 22, 23 and 24	12
Physical Education—Activity Course	3
Mathematics 21 or 31—Required	4
Commerce 35 and 36—Typewriting or equivalent	6
Commerce 40—Introduction to Business—Required	4

Sophomore Year

English 75, 76, 52—Speech and 62—Business English	16
Commerce 55—Principles of Economics—Required	4
Commerce 56—Economic Problems—Required	4
Mathematics 60—Mathematics of Finance—Required	4
Psychology 65—Elementary Psychology	4
Physical Education—Activity Course	3
Commerce 71, 72, and 73—Accounting	12

Junior and Senior Years

Health and Physical Education—Selected from 27, 79, 125	10
Commerce 121—Advanced Accounting and Commerce 122, 123, 124, 170, 172 and 175—sufficient to make	24
Commerce 140—Business Organization	4
Commerce 166—Business Law I	4
Commerce 167—Business Law II	4
Minor	28

Electives—Sufficient to make a total of 192 hours to be chosen with the advice and consent of the student's advisor and Chairman of the Division.

Total requirements for graduation 192

NOTE: Sixty-eight hours must be in classes numbered above 100.

NOTE 2: Substitutions for required courses may be made by the advisor and Chairman of the Division when necessary and advisable.

BUSINESS EDUCATION

Mr. Dawson Miss Pieratt Miss Rawlings

35—**Beginning Typewriting.** Three hours.

A first course in typewriting which consists of a mastery of the keyboard including figure association, special characters, and the beginning of continuity writing. The reaches on the keyboard are presented by the vocabulary and phrase methods as well as letter-associations and manipulative mastery. The course is open to students who have not had typewriting. A speed of twenty to twenty-five words a minute is expected. The class meets five periods a week.

36—**Intermediate Typewriting.** Three hours.

Prerequisite: Commerce 35 or its equivalent.

Intensive drill is given on words of high frequency. Speed, accuracy and efficiency in continuous writing are emphasized. Instruction and special emphasis will be given to letters, manuscript writing, addressing envelopes and other types of office and personal use typewriting. A sustained speed of at least thirty-five to forty words a minute on a ten or fifteen minute writing of mailable quality is required. The class meets four periods a week.

37—**Advanced Typewriting.** Three hours.

Prerequisite: Commerce 36 or its equivalent.

Special emphasis is given to the attainment of speed and accuracy in continuous writing; the mastery of tabulation, typing from rough drafts and the preparation of business forms. Emphasis is also given to accuracy in construction and form and the ability to write at a sustained speed of fifty words a minute. The class meets four periods a week.

66—**Beginning Shorthand.** Four hours.

This is a course in the theory and practice of Gregg Shorthand. In addition to the theory, the principles are applied by reading and writing supplementary material in shorthand with a limited amount of dictation and transcription from shorthand notes. The class meets five periods a week.

67—**Intermediate Shorthand.** Four hours.

Prerequisite: Commerce 66 or its equivalent.

A continuation of Commerce 66, completing a study of the principles of Gregg Shorthand. More attention is given to dictation, reading and transcribing as preparation for the more advanced dictation courses. The class meets five periods a week if necessary.

68—**Advanced Shorthand.** Four hours.

Prerequisite: Commerce 67 or its equivalent.

Dictation on new material at the rate of 60, 80 and 100 words a minute for a continuous interval of time. A reasonable reading and transcription rate with a mailable transcript is required. The aim is to increase accuracy and speed of transcription; to enable the student to take dictation at a reasonable rate and to transcribe it quickly and efficiently. The class meets four periods a week.

92—**Practical Typewriting Problems.** Three hours.

Prerequisite: Commerce 37 or its equivalent.

Business problems are introduced, and further emphasis is given to accuracy. Specific problems, including a variety of work, are designed to be finished accurately and efficiently in a limited period of time. A sustained speed of fifty to sixty net words a minute is expected. The class meets four periods a week.

114—**Advanced Dictation and Transcription.** Four hours.

Prerequisite: Commerce 68 and 37, or equivalent.

Dictation is given on new material at the rate of 100 and 120 words per minute for a continuous period. Also varying rates of dictation are emphasized. A standard reading and transcription rate with a mailable transcript are required. A much greater emphasis is given to accuracy. The class meets four periods a week.

118—**Office Practice and Procedure.** Four hours.

Prerequisite: Commerce 68 and 36 or equivalent.

The objective of the course is to train the students in actual office procedures and practices including filing and indexing and other office activities. There will be a limited amount of dictation. The class meets four times a week.

125—**Materials and Methods in Business Education.** Four hours.

A special study of business education aims and objectives, laws of learning, teaching procedures, tests and measurements, and special helps such as teaching materials for the teachers of business subjects are studied in this course. Consideration is given to the current trend in teaching aims and objectives which tend to place emphasis on the consumer as well as on the social and vocational objectives of business education.

150—**Office Appliances.** Four hours.

Prerequisite: Commerce 36 or equivalent.

A course to teach the students to use the various office machines, filing and other equipment. Sufficient practice assignments are required to reach a marketable proficiency on the various machines and units of equipment. The techniques of indexing and filing are taught and actual practice given in filing. The class meets four times a week.

151—**Business Machines Operation.** Four hours.

Prerequisite: A knowledge of typewriting and accounting.

This course is designed for two purposes:

a. To give secretarial, business education, and business administration majors a more thorough knowledge and understanding as well as more proficiency in the application and use of business machines.

b. It is especially designed for business administration, accounting and marketing and merchandising majors who will need to be familiar with and reasonably proficient in the use of machines applicable to their particular field such as: Adding Machines, Calculators, Comptomers, Posting and Billing Machines, Mimeographs and other duplicating machines. The class meets four periods a week.

160—**Office Management.** Four hours.

A study of the problems involved in planning and directing the functions of business and professional offices; executive duties and responsibilities of the office manager, private secretary, and supervising stenographers; selecting and training of office workers; selection and care of office equipment and supplies; a study of office plans and specifications; routine procedure, such as interviewing callers, reporting conferences, and handling of mail and other administrative duties and responsibilities.

162—**Office Practice—Work Experience.** Four hours.

Prerequisite: Commerce 118 or equivalent.

This course is designed to give the student a more thorough knowledge and practical experience in the work connected with the administration and operation of a modern office. Special emphasis will be given to the taking of dictation, transcribing letters, constructing and writing letters, meeting callers, answering the telephone, taking and reporting calls, and other duties connected with an office. The student will plan to work ten to twelve hours a week and keep a notebook record of his or her work; any reading on the subject and pass an examination at the end of the course.

195—**Foundations of Business Education.** Four hours.

A historical introduction to the basic principles and trends of business education including a history of business education and curriculum building. A study of curriculum building for various school levels, the philosophy back of curriculum construction including the objectives of business education, guidance programs, both educational and vocational, tests and testing programs for educational and occupational ability and fitness, also a study of the writings and views of past and present leaders in business educations.

BUSINESS ADMINISTRATION

Mr. Dawson Mr. Gray Mr. Harlan

40—**Introduction to Business.** Four hours.

A study of business principles including the history of the various types and kinds of businesses, also the various forms of business enterprise. It is a study of the factors of production, distribution, consumption, communication, exchange, financial management and records. It also treats of the place of government in business and how we operate our business individually and collectively.

140—**Business Organization and Finance.** Four hours.

Prerequisite: Economics 55.

A study of organizing and financing a business enterprise; selecting and locating a new business; managing a new enterprise, reserve policies, investment of funds, and credit expansion. Emphasis will be placed on forms of business organization, labor problems, industrial relation and business management; long and short term financing and office organization and management.

166—**Business Law I.** Four hours.

Fundamental principles of law most frequently involved in business transactions, including contract, sales, partnerships, master and servant, principal and agent, corporations, negotiable instruments, property, bailments, and common carriers, with the view of enabling business men to avoid litigation.

167—**Business Law II.** Four hours.

A study of the Uniform Motor Vehicle Acts, the Act Regulating Traffic on the Highways, Operator's and Chauffeur's License Act, Registration Act; Automobile Liability Security Act; and the AntiTheft Act and as they relate to the automobile; sales and Bailments, Warranties and Fraud, Conditional Sales and Mortgages, Compulsory Insurance and other types of liability. Special study will be given to partnership and corporation laws.

180—**Business Statistics and Forecasting.** Four hours.

Prerequisite: Mathematics 120 or equivalent.

This course is designed to give the student a more thorough knowledge of the statistical data available in business and economics and to enable him to handle this material in such a way as to predict some of the more important fluctuation in business conditions. Especially will it relate to Economic and Business fluctuation over the years and the handling of current data with the view to making predictions in business and industry.

182—**Personnel Management.** Four hours.

A study of the principles of management as they relate to personnel relations in business and industry. The organization and work of a personnel department and the personnel administrator. The problems of social controls and industrial relations in their application to personnel problems.

185 a, b, c—**Organization and Operation of A Small Business.** Four hours each quarter.

185a—First Quarter—**Practical Problems in Small Business.** This course gives the student a practical working understanding of the business location, organization, management and general business procedures.

185b—Second Quarter—**Practical Problems in Small Business.** This course is a continuation of 185a, and gives the student a basic knowledge of the opportunities and requirements of a small business with special emphasis on financial problems, permits, tax laws, social security laws, sales and sales management and record keeping applicable to a small business. The text book is supplemented by workbooks and other aids which will help the student in some business which he plans to enter.

185c—Third Quarter—**Practical Problems in Small Business.** This is a continuation of 185b. This course deals with the more advanced problems of business operation. Emphasis is placed on Business Finance and Business Administration including Unemployment Compensation, Personnel Management and practical problems of small business.

198—**Independent Study.** Four hours.

Each case problem will be worked out to meet the needs of the particular person, but will include a research problem to be written and presented to the major professor and chairman of the division.

ACCOUNTING

Mr. Harlan Mr. Tidwell

71—**Elementary Accounting I.** Four hours.

The application of accounting principles to the accounting equation with special attention being given to special journals, the cash book and ledgers; assets, liabilities and net worth; income, cost and expense; the working papers, financial statements, and adjusting and closing entries. Classes and laboratory meet five periods a week.

72—**Elementary Accounting II.** Four hours.

Prerequisite: Accounting 71 or equivalent.

Accounting for special types of business and the application of accounting principles to various types of business ownership. Special emphasis is given to the preparation of balance sheets, profit and loss statements, controlling accounts, subsidiary ledgers, special journals, accruals and deferred itmes and other accounting procedures. Class and laboratory meet five periods a week.

73—**Intermediate Accounting.** Four hours.

Prerequisite: Accounting 72 or equivalent.

This course includes a more thorough study of accounting principles as applied to the various forms of business organizations with special emphasis given to partnerships and corporations; departmental, branch and personal accounting, and the fundamentals of manufacturing costs. This is supplemented by carefully selected questions and problems dealing with general and special accounting theory and practice.

74—**Secretarial Accounting.** Four hours.

This course is designed to give the Secretarial Studies Majors a general understanding of accounting as applied to secretarial and office positions where there is no thought of the student becoming accountants or doing general accounting work. It is intended to give the student a familiarity with general accounting forms and records for Single Proprietorship, Partnership, Coropration, and miscellaneous accounting records which will enable them to understand the terminology and to know how to use it in their daily secretarial work. Meets daily.

Prerequisite: Commerce 71 .

121—**Advanced Accounting I.** Four hours.

Prerequisite: Commerce 71, 72 and 73 or equivalent.

This course is designed to develop the student's analytical ability as applied to accounting problems, preparatory to the more complicated cases presented in the more advanced accounting courses. An analysis will be made of the various phases of the balance sheet and balance sheet items with problems to put the theory into practice. Special emphasis is given to valuation accounts and accounting statements for a general knowledge of accounting records.

122—**Federal and State Tax Accounting.** Four hours.

Prerequisite: Commerce 121 or its equivalent.

A series of intensive accounting problems based on a study of the Federal and State tax structure. Special emphasis is placed on the employer's liabilities, tax returns, rates, computation and payment of the individual's, partnership's and corporation's Federal and State tax liability.

123—**Cost Accounting.** Four hours.

Prerequisite: Commerce 121.

This course is a study of cost systems, cost classification, classification of cost accounts, cost ledgers and other cost records; specific and job-order cost accounting; accounting for material, labor, manufacturing expenses, distribution and administrative cost, also process and standard costs.

124—**Auditing.** Four hours.

Prerequisite: Commerce 121 or equivalent.

Theory and practice relating to the theory of the various balance sheet accounts, working papers, statements, consignments, installment sales, funds and reserves statement of application of funds, auditing problems, procedures and reports.

170—**Advanced Accounting II.** Four hours.

Prerequisite: Commerce 121 or equivalent.

A study of income records affecting all types of business ownership; general accounting theory as applied to corporations, installment sales, branch and subsidiary company accounting and a general survey of accounting for liquidation, receivership, statement of affairs, and the relation of accounting to income taxation, distribution of income and liquidating assets.

172—**Municipal and Governmental Accounting.** Four hours.

Prerequisite: Commerce 121 or its equivalent.

A study of distinctive accounting principles applied to Federal, State, and Local Governments including accounting for collection, custody, and disbursement of public funds; the classification of accounts, budgeting, taxes, cash, debt; and methods to correctly and accurately exhibit governmental financial facts.

175—**C. P. A. Problems.** Four hours.

Prerequisite: Commerce 170 or equivalent.

A series of problems which have been used as a part of recent C. P. A. examinations and which are used as an intensive review of accounting theory and principles.

MARKETING AND MERCHANDISING

Mr. Dawson Mr. Harlan Mr. Turner

134—**Salesmanship.** Four hours.

This is a study of sales tactics and methods, giving consideration to the psychology of selling, buying motives, preparation of sales, prospecting equipment, canvass, securing an interview, approach, demonstration, objections, closing, types of customers, qualifications of salesmen.

135—**Retail Merchandising.** Four hours.

This course includes a common sense survey of the complete scope of successful retail store management and merchandising. In the beginning is given a brief historical background and an outline of the existing types of retail institutions. There follow discussions of the various phases of retailing in the order in which they usually arise—from problems of location, building and fixtures, purchasing and pricing of merchandise. Also the course stresses promotion and initial organization, retail accounting, ownership and control, credit, collections, risks, insurance, purchasing and marketing.

137—**Advertising.** Four hours.

This course is designed to develop an understanding of the fundamentals of advertising, it development and functions; how to analyze a product and the market, understand the channels of trade and the steps in advertising and personnel. Special emphasis will be given to the psychology of advertising, how to present advertising, what is meant byappeal and why; types of advertising, how to write adventisements and advertising media.

153—**Marketing.** Four hours.

A study of the principles, methods, and problems of marketing. It treats of the nature of the marketing process. It views the market structu e as a whole and analyzes marketing problems and the devices used in solving them.

154—**Purchasing.** Four hours.

Buying for Retail Selling. Prerequisite: Commerce 55, 56, 134. An analysis of the buying market, including sources, supplies, and prices. A study of the various phases of business from the angle of operation from the buyers viewpoint. Advertising, general and private brands, insurance, consumers cooperation, credit and various other activities are carefully examined. The intention is to train buyers for retail stores and institutions.

155—**Sales Management.** Four hours.

Prerequisite: Commerce 55, 56, 134.

A study of the theoretical principles and the practical applications of modern selling. An analytical study, from the viewpoint of the administrative officers of an enterprise, of the selling problems of merchandising, promotion, planning, organization and control of selling programs.

ECONOMICS

Mr. Dawson Mr. Harlan Mr. Turner Mr. Frazier Mr. Walker

41—**American Economic Life.** Four hours.

The purpose of this course is to acquaint the student with a few of the modern economic problems, very little attention being paid to economic theory. Special emphasis will be given to economics applicable to rural areas and rural life.

55—**Principles of Economics.** Four hours.

A study of the fundamental principles of economics underlying the present economic organization. The laws governing the production, and consumption of goods and services, the nature of human wants and the exchange of wealth. Attenion will likewise be given to the problems of monopoly and business organizations. A basic course for all economic and business majors.

56—**Economic Problems.** Four hours.

Prerequisite: Commerce 55 or equivalent.

A study of the production and distribution of the national wealth and income, including rent, interest, profits and taxes, business cycles, population problems, consumption, and other problems.

107—**Economics of Consumption.** Four hours.

The objectives of this course are to give the student an understanding of the economic principles or laws that govern consumption and to present facts relating to American standards of living and consumption habits. Some of the topics treated are the definition of consumption; laws or principles of consumption; relation of consumption to production; harmful, wasteful, creative and productive consumption; relation of consumers and producers; the creation of consumer demand; standards of living; consumption habits; consumption controls; government regulation; consumer education; consumer and producer cooperatives.

111—**Economic Development of Europe.** Four hours.

A study of the economic and social factors affecting the development of Europe from the early middle ages to the present. These include a study of the inclosure movement, the manorial system, the town, the history of politics, money, credit, capital, and other facts of economic and industrial development of the various countries.

112—**Economic Development of the United States.** Four hours.

This course treats in a general way of some of the historical economic forces that led to the discovery of America. More specific treatment being placed upon the Colonial Economic setting and the influence of this setting upon our national development. Special emphasis being placed upon the economic development of the Constitution, political parties, social and economic thought of the public and the various stages and steps in our American economic and social development, showing the effect wrought by invention, business enterprise and war.

127—**Labor Problems.** Four hours.

The aim of this course is to present the important facts in the history of organized labor in the United States, to analyze the chief problems which affect labor organizations and to evaluate the function of organized labor; a study of labor problems and labor legislations and court decisions that affect labor.

120—**Public Finance.** Four hours.

The purpose of this course is to give the reader and student a reasonable amount of information concerning past and current government expense, also both the history and present methods of taxation as illustrative principles which the future taxpayer and voting citizen should know concerning the finances of the government. Financial conditions of Mississippi as compared and contrasted with other states will be stressed.

132—**General Insurance.** Four hours.

Prerequisite: Economics 55.

An analytical consideration of the major topics of fire, marine, casualty, and life insurance, and brief treatment of such additional coverages as Credit and Title Insurance, Fidelity Bonds, Judicial Bonds, Contract Bonds, and other types of Surety Contracts. Intended to serve the needs of students who plan to enter the insurance field, develop sound personal and business insurance programs, or do further work in the field of social insurance.

133—**Money and Banking.** Four hours.

This course presents an outline of modern American banking in its relation to other business. It is thought best to emphasize the business aspect of the bank as viewed from the outside rather than stress its internal organization too much. Particular attention has been given to the financing of the individual enterprise; the problem which must be met by the business man, in whatever occupation engaged, in connection with the transaction of the banking side of his operation.

169—**Economic Theory—Theory of Value and Distribution.** Four hours.

Prerequisite: Economics 55 and 56.

An advanced course in economic theory dealing with the theory of price, value and the distribution of our economic income. A rapid survey will be given to the various economic theories since Adam Smith with special emhasis being given to the classical school and the more important theories since that time including Kaynes and others.

174—**Problems in Applied Economics.** Four hours.

A field course dealing with local community resources and their relation to the community and consumers in the areas of food, clothing, shelter health and safety needs. Consideration will be given to these resources and needs and their relationship to curriculum planning in schools for dealing with resources and local economic problems.

186—**Social Security.** Four hours.

In this course social security is viewed as a social institution, including: an appreciation of the universality of the problem to the solution of which this institution is directed, the ways in which in the past, under varying social and political conditions, the distress precipitated by the vicissitudes of life has expressed itself; the efforts of men to deal with the presence of want; evidence of the insecurity that led to the establishment of the present systems of social insurance and assistance.

187—**The Field of Public Assistance.** Four hours.

This course will cover the development of public assistance programs in the United States, including the federal Social Security Act. This will be followed by an intensive study of the Department of Welfare in Mississippi as to organization, function, and various programs, on the state and local levels. This course is designed for those students who plan to enter public welfare work.

188—**Social Insurance.** Four hours.

This course will cover Workmen's Compensation, Employment Security, and Old Age and Survivors Insurance. The major part of the course will be devoted to employment security. In such case, however, attention will be given to (1) the historical background and development in the United States; and (2) an analysis of what each type of insurance means to the employer and employee. Special representatives from each field of insurance will participate in the presentation of the material of this course.

189—**Corporation Finance.** Four hours.

This course is designed to give the student a general knowledge of the organization and control of finance with special emphasis on Corporation Finance and the handling of Corporate Securities. It should give the student a knowledge of how to organize and finance a business enterprise; market securities or select and purchase securities as an investor.

* Mathematics 120 and Geography 145 may be used to meet major requirements in Economics.

DIVISION OF EDUCATION AND PSYCHOLOGY

Roy G. Bigelow, Chairman

The courses in this division are concerned largely with education needed by prospective teachers. It is assumed that students choosing these professional courses possess personality and general education as a foundation for these studies. Students expecting to enter the teaching field should seek counsel and guidance as early as possible regarding the academic, professional and personality requirements in each field of public education. This division complements the other general education divisions; therefore, students may not major or minor in the departments of this field.

ELEMENTARY EDUCATION

Dr. Dowell Dr. Haegele Miss Jones Dr. Miller Dr. Pellettieri

20—**Introduction to Education.** Four hours.

An orientation course. Its purpose it two-fold: 1. To introduce students to the different phases of education and psychology, and to prepare them for specialized courses which are to follow. 2. To help students decide in what field they would like to work. Observation in College Demonstration School.

66—**The Modern Elementary School.** Four hours.

Consideration is given to school organization, equipment, and to the curriculum; materials and methods in the elementary school; the making of a daily schedule; new type school reports; and the personality of the teacher as a factor in success.

101—**Arithmetic in the Elementary School.** Four hours.

This is a beginning course in teaching arithmetic for those students who expect to teach in the elementary school. Special attention is given to the problem of developing an understanding of numbers, teaching the basic combinations and the efficient use of arithmetic textbooks and workbooks.

102—**Kindergarten—Primary Education.** Four hours.

The purpose of this course is to bridge the gap between the Nursery School and the first grade. Emphasis will be given to the importance of kindergarten-primary training as a definite preparation for the work of the first grade.

103—**Social Studies in the Elementary Grades.** Four hours.

Prerequisites: Psychology 116, Education 66, Fine Arts 25 and 26.

Place of the social studies in the integrated curriculum. Objectives and content of the social studies; areas and sequence of units; the selection and evaluation of social studies; units for grades 1-6 inclusive. Observation will be done in the Demonstration School.

104 a, b, c—**The Reading Conference.** Two hours each.

This is an intensive program for five days during the summer quarter. In the morning session, students attend lectures, participate in group discussions, and observe demonstration lessons taught by the faculty of the Demonstration School. The afternoon session is devoted to laboratory demonstrations and practice, and to diagnostic and remedial procedures. The course may be taken for credit three times. Those who have had the Reading Conference before should enroll for 104b or c.

107—**Reading and English in Lower Elementary Grades.** Four hours.

The first half of the course deals with basic reading problems in primary grades, reading readiness, initial instruction in book reading, vocabulary, reading interests and tastes, and appraisal of reading abilities. The second half is given to the aims and problems of teaching English in the

primary grades, including creative work and dramatization. Special emphasis will be placed on spoken English.

108—Diagnostic and Remedial Reading. Four hours.

Emphasis in this course is placed on materials of instruction and the diagnosis and remedial treatment of difficulties in reading in the elementary school. Lectures and demonstrations by the instructor and reading and observation by students. Special emphasis is placed on practices suitable for typical class-room situations. A well-equipped laboratory with the finest instruments available is provided.

109—The Teaching of Reading in the Upper Elementary Grades. Four hours.

The purpose of this course is to acquaint the student with current practices and materials of instruction on the upper grade level in the elementary school. Topics which receive consideration: present practices in teaching reading; the nature of reading; the reading process in the subject matter fields; weakness in school reading programs which are productive of failure; improvement of reading in the school as a whole; special reading groups; oral and silent reading; the use of tests in the reading program, and planning a well-balanced program for the public school.

110—Clinical Procedures and Case Study Technique. Four hours.

This is a specialized course in diagnostic and remedial reading with emphasis upon educational and psychological testing and the analysis of reading difficulties. Students who enroll for this course will serve as clinical assistants in the administration of tests and in doing remedial work in the Reading Clinic. Prerequisite—Education 108.

117—Methods and Materials in Children's Literature. Four hours.

Reading in mythology, legend, history, biography, fiction and poetry. Narrative and dramatic presentations. Comparative editions, graded bibliographies, and standard practice in building a collection of books for children.

143—Methods and Materials in the Elementary Grades. Four hours.

The aim of this course is to study critically and fundamentally the methods of instruction in the different elementary subjects. Attention will be concentrated upon approved techniques in the light of research in the following fields: language arts, social science, number relationships, handwriting and spelling. Observation of demonstration teaching will be made an integral part of the study of each field in the Demonstration School and in the Reading Clinic.

181—Student Teaching in Lower Elementary Grades. Five hours.

Prerequisite: Education 20, 66, 101, 103, 107; Psychology 116.

Students should arrange for this course at least two quarters before they wish to take it, and should adjust their schedule so as to have two consecutive hours each day for work in the Demonstration School.

182—Student Teaching in Lower Elementary Grades. Five hours.

A continuation of Ed. 181.

183—Student Teaching in Upper Elementary Grades. Five hours.

Prerequisite: Education 20, 66, 101, 103, 109; Psychology 116.
Same requirements as for 181.

184—Student Teaching in Upper Elementary Grades. Five hours.
A continuation of Ed. 183.

516—The School Principal. Four hours.

This course is intended to treat the work of the principal in rural schools and in small and medium-sized urban schools. Consideration is

given to managerial problems; the daily schedule; problems of attendance, discipline, health and records; organization of office work; supplies and equipment; curricular and extra-curricular activities; staff selection; the professional preparation and status of the principal and principal's relationship to his school, teachers and community.

526—**Supervision of Instruction.** Four hours.

A practical course in supervision from the standpoint of the elementary or high-school principal, supervisor or superintendent. The course deals with principles, nature and procedures in supervision. Emphasis is put on growth of teachers in service.

528—**Curriculum Problems in the Elementary School.** Four hours.

This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development. Various curriculum procedures are evaluated in terms of these implications.

530—**Research in Reading.** Four hours.

An advanced course for graduate students interested in individual and group research in methods, materials and procedures of instruction and in scientific remedial techniques. The Reading Clinic will offer opportunity for experimental work with atypical children.

532—**Measuring Results in Elementary Education.** Four hours.

The purpose of this course is to equip the teacher for more effective selection and construction of test instruments for measuring specific achievement of teaching objectives and for statistical interpretation of data. Standardized tests will be administered to groups of elementary pupils, their results analyzed and correlated with factors as teachers' marks, scholastic achievement, and I.Q. ratings. Attention will also be given to the preparation and use of teacher-made tests. In this way the elementary teacher is prepared more adequately to: (1) administer and diagnose tests, (2) measure pupil progress, (3) evaluate the results of teaching.

534—**The Reading Conference.** Two hours.

This is an intensive program for five days during the summer quarter. In the morning session, students attend lectures, participate in group discussions, and observe demonstration lessons taught by the faculty of the Demonstration School. The afternoon session is devoted to laboratory demonstrations and practice, and to diagnostic and remedial procedures.

536—**Practicum in Reading.** Four hours.

A laboratory course in the Reading Analysis Division consisting of analysis of extreme reading disabilities, case typing, prognosis, and recommended remedial procedures. Experience is provided in techniques, procedures, and the preparation of case reports. Individual Reading Clinic practice under supervision arranged by appointment.

538—**Seminar in Elementary Education.** Two hours.

This course is designed for majors in Elementary Education who are preparing theses. Prerequisite: Education 500.

574—**The Psychology and Education of the Elementary School Child.** Four hours.

This course deals with the mental, motor, social and emotional development of children of the elementary school age. The treatment stresses the application of developmental psychology to education and guidance. Child life is considered as a progressive development rather than as a mere succession of stages.

576—**Pre-School Education for School Entrance.** Four hours.

Emphasis is upon problems connected with the development of the

whole child. Case studies are made and materials and equipment for work and play are investigated. Activities are planned to develop readiness for school. Observation in the Demonstration School is required.

578—**Art in Child Development.** Four hours.

Art is considered an integral part of child growth and is intimately related to the social studies curriculum of the elementary school. Opportunity is provided for creative aspects of learning and for the evaluation of experience.

SECONDARY EDUCATION

Dr. Bigelow Dr. Boroughs Dr. Carruth Dr. Johnson Dr. Landskov
Mr. McKee Mr. Oliver Dr. Sumrall

113—**Principles of Teaching in High School.** Four hours.

The aims of secondary education, motivation and direction of learning, types of learning in the secondary school, organization of materials of instruction, and teaching techniques. Laboratory work in this course includes observation in Demonstration School, interviews, and library research.

Prerequisite: Psychology 119 or equivalent.

116—**Audio-Visual Education.** Four hours.

A general survey of sound and visual aids to teaching. Special consideration will be given to the philosophy underlying audio-visual education, and to the uses of the following aids: school trips, museum materials, still and motion pictures, transcriptions and recordings, and graphic arts. Open to graduates with no previous training in audio-visual education. Additional work will be required for graduate credit.

128—**Historical Foundations of American Education.** Four hours.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social, economic, and political facts of American history.

136—**Principles of Guidance.** Four hours.

An introductory course dealing with the fundamental philosophy of guidance with emphasis on methods of investigation used in guidance; various methods of guidance used in elementary, junior high and senior high school; occupational information; vocational guidance; and the organization of guidance services in the public schools.

162—**Curriculum of the Secondary School.** Two hours.

The historical background necessary for an understanding of the present day curriculum, its meaning and scope; resources for curriculum development; issues; experimental practices with integrated, functional, and core curriculum.

Prerequisite: Education 113.

163—**Laboratory Problems in Curriculum Construction.** Two hours.

This course is a continuation of Education 162. The major fields of the high school curriculum are investigated. Individual problems are assigned in terms of the student's major field of concentration.

Prerequisite: Education 162.

169—**Tests and Measurements.** Four hours.

A study of certain typical standardized intelligence results, the organization and the use of informal objective tests, diagnosis and remedial measures. Laboratory work in Demonstration School. Senior standing required.

Prerequisite: Psychology 116 or 119, and Education 113 or 101-103.

185—**Student Teaching in the High Schools.** Five hours.

Prerequisites: The completion of 120 hours of college work including Education 20, 113, Psychology 119, and methods course in the student's major field.

Students should arrange for this course at least two quarters before they wish to take it, and should adjust their schedule so as to have two consecutive hours each day for work in the Demonstration School.

186—**Student Teaching in the High Schools.** Five hours.

This is a continuation of Course 185, which is a prerequisite.

508—**Modern Curriculum Theory and Practice.** Four hours.

This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development and procedures are evaluated in terms of these implications. Special attention will be put on local needs as determiners of curricular offerings, and students will be encouraged to work out practical problems in the local schools.

510—**Advanced Educational Psychology.** Four hours.

This course is designed primarily for the graduate student who wishes to broaden his knowledge in the field of psychology of learning. A resume of the general principles as given in a beginning course in Educational Psychology will be given. Graduate students, however, will be expected to do advanced work in the field and to conduct certain individual experiments and participate in group experiments in which controlled studies are made of the learning activities of the individual and of the group.

512—**Statistical Methods.** Two hours.

Statistical data found in periodicals and various research studies will be dealt with in this course. Laboratory experience will be afforded in measures of central tendency, dispersion and correlation, and in graphic representation. (Seniors with 24 or more quarter hours in Education with a quality rating of 1.5 points may be admitted to this course upon recommendation of the instructor).

514a—**Methods of Educational Research.**—Two hours.

A course in the methods and techniques used in educational research. All candidates for a degree in School Administration and Secondary Education must take this course and submit a written report evidencing familiarity with the tools of research.

Prerequisite: Education 500.

514b—**Thesis.** Hours arranged.

517—**Organization and Administration of an Audio-Visual Program.** Four hours.

A study of functions, organization, and administration of the audio-visual program, with emphasis on staff and housing requirements and determining materials and equipment needs. Practical problems of developing the program and appraising its adequacy and effectiveness will be considered.

Taught from the viewpoint of school administrators who anticipate organizing audio-visual programs in their schools, and teachers interested in becoming building coodinators of audio-visual programs.

Prerequisite: Education 116.

519—**Utilization and Selection of Audio-Visual Materials.** Four hours.

General principles, problems and practices involved in selecting and utilizing audio-visual materials for instructional purposes. Emphasis will be placed on the advantages, limitations, and practical uses of each major type of material. Criteria will be formulated for judging the technical and educational value of representative audio-visual materials. Taught from

the viewpoint of teachers, supervisors, and directors of audio-visual programs.

Prerequisite: Education 116.

572—**Occupational Information in Guidance.** Four hours.

This course emphasizes the vocational aspects of guidance. It presents briefly the need, origin, philosophy and present practices of vocational guidance. It is designed to provide the teacher and administrator with the sources and content of occupation information, with the techniques for evaluation of the information, and with successful methods of disseminating occupational and training information. Units on occupational surveys and the structure and uses of Distionary of Occupational Titles are included.

Prerequisite: Education 506.

590—**Methods and Techniques of Counseling.** Four hours.

This course is designed to acquaint the guidance worker with the basic fundamentals of counseling and interviewing. It will include a resume of both old and new methods and techniques used in counseling such as the directive and non-directive methods, the counseling relationship, a brief survey of diagnostic and remedial techniques used for dealing with the problems of the individual, and other topics such as preparation for the interview, recording the interview, and the follow-up.

Prerequisite: Education 506.

592—**Use and Interpretations of Tests in Guidance.** Four hours.

This course is designed to provide the counselor with the means of securing, recording, and using data concerning the individual being counseled in the guidance program. Selection, administration, and interpretation of tests, inventories, rating scales, and other techniques for guidance purposes will be stressed. Practical experience will be given in using tests of intelligence, achievements and aptitudes, personality and interest inventories, and other devices for measurement.

Prerequisite: Education 506.

594—**Advanced Guidance Research Seminar.** One to four hours.

Qualified students undertake research in the guidance area. An opportunity is provided to engage in special research problems faced by counselors, teachers, and administrators in this field. Assignment of problems, hours credit, time of seminar meetings, and individual conferences will be arranged with each student. Registration only by permission of the instructor.

596—**Field Work in Guidance.** One to four hours.

A practical course in which students specializing in guidance are given the opportunity to obtain experience in agencies that provide guidance. The nature of the experience may consist of general observations or of intensive work in a particular activity such as counseling, interviewing, testing, case study development, etc. Assignment of hours and responsibilities will be arranged with each student. Registration only by permission of the instructor.

598—**Individual Testing for Guidance Workers.** Four hours.

The purpose of this course is to equip the teacher and the guidance worker to administer the better intelligence tests and to interpret and apply these test results. Proficiency in using the Stanford-Binet and Wechsler-Bellevue intelligence tests is to be achieved, and the application of such test results for diagnosing difficulties in scholastic achievement and personality adjustment, and for student classification and vocational guidance are emphasized. The course also seeks to develop a reasonable familiarity with the use and interpretation of some of the better clinical tests of the

individual's patterning of personality traits and needs as an indispensable basis for sound diagnostic and guidance counseling.

Prerequisite: Education 506 and 522, or 590, or 592.

Background courses recommended: Psychology 65, 116, 119 and Education 136, 169, 512, 532, and 574.

(Note: The courses in guidance, Education 136, 506, 522, 572, 590, 592, 594, 596 and 598 are being offered to meet the minimum state requirements for those desiring to become counselors).

ADMINISTRATION OF SCHOOLS

Dr. Bigelow Dr. Beroughs Dr. Carruth Dr. Cook Dr. Elkema
Dr. Landskov Mr. McKee Dr. Napier Dr. Sumrall

502—**Organization and Administration of Public Education.** Two hours.

This is a background course in the structure and administration of education on a national, state, county, and local basis. This course is designed to give fundamental principles and general survey of the field of Educational Administration to teachers, principals, and administrators. Required of all graduate students majoring in elementary education, secondary education and elementary supervision. Not open to administration majors.

516—**The School Principal.** Four hours.

See course description under Elementary Education.

520—**Local School Administration.** Four hours.

A course particularly designed for the local school superintendent (city, county, town or consolidated district). The course deals with the various internal and external problems of the school superintendent, but particularly with the legal, financial and school plant problems of the local school system.

522—**Organization and Administration of Pupil Guidance.** Four hours.

The course stresses the administrative relationships involved in instituting and maintaining guidance programs in the public school, institutions of higher learning, and other social agencies. It is primarily a course for superintendents, principals, teachers, counsellors and others who have the responsibility of guidance in the public schools. The course deals with principles and techniques for the formulation and evaluation of a complete guidance program including inventories, counseling, placement and follow-up.

Prerequisite: Education 506.

526—**Supervision of Instruction.** Four hours.

See course description under Elementary Education.

568—**School Finance, Business Affairs, and School Property.** Four hours.

Topics to be studied: public support of education; federal aid; distribution of school funds; equalizing opportunities to children; financial accounting; records and reports, budget making; school costs; transportation; insurance; management of equipment and supplies; indebtedness; landscaping and beautification of grounds; operation and management and maintenance of school property; good housekeeping.

570—**Problems Relating to Education in Rural Areas.** Four hours.

The following problems and topics will be studied: Aims and functions of the school in relation to the community; school law; location and planning of buildings; transportation; selection of teachers; salaries, tenure;

classification of pupils; records and reports; the junior high school; the curriculum; student activities; publicity; the Parent-Teacher Association; and other problems related primarily to rural areas.

See also these courses listed under other headings: 116, 510, 512, 514, 532, 534, 540, 542, 572, 574, 576, 578, 590, 592.

FOUNDATION COURSES

(For all Graduate Students in Education)

500—**Educational Research.** Two hours.

A self-directed course in some of the techniques of educational research. Library card catalogue, searching for headings, reference books of value to educators, the Education Index, professional periodicals, NEA publications, U. S. Office of Education publications, making a bibliography, evaluation of books, and many other topics are covered in this course.

504—**Foundations in American Education.** Four hours.

This survey of the philosophies, psychologies, and the basic history of American Education is intended to give the student a fundamental understanding of more specialized courses in these three educational fields.

506—**Fundamentals of Guidance.** Four hours.

This survey of vocational and educational guidance practices is intended to give teachers and administrators a fundamental understanding of the role of guidance in our public school programs. It is an introduction to other guidance courses available.

PSYCHOLOGY

Dr. Dowell Mr. Freeny Dr. Moore Dr. Pellettieri Dr. Sumrall

65—**Elementary Psychology.** Four hours.

A course in which the customary topics of adult human psychology are studied. Readings and discussions. A core requirement for all degrees.

90—**Physiological Psychology.** Two hours.

Organization and function of central nervous system in man, afferent and efferent systems, cerebral cortex and other physiological and biological factors related to behavior. Primarily for pre-medical students and majors in psychology.

Prerequisite: Psychology 65.

116—**Developmental Psychology.** Four hours.

Prerequisite: Psychology 65.

A course which studies the child from birth through adolescence, with attention to the principles of development of behavior. Consideration will be given to the preparation of clinical studies of individual children.

119—**Educational Psychology for High School Teachers.** Four hours.

Prerequisite: Psychology 65.

This course covers the general principles of psychology as applied to the education of high-school pupils. Important aspects of adolescent psychology and educational psychology will be treated.

129—**Applied Psychology.** Four hours.

Prerequisite: Psychology 65.

A study of psychological principles in their relations and applications to various important human problems and activities such as advertising, selling, personnel management, law, medicine, etc.

Special emphasis will be placed upon matters of vocational aptitudes and interests in relation to the various types of occupational and professional requirements toward a better matching up of capacities with needs, and through that to a happier and more successful living.

137—**Mental Hygiene.** Four hours.

Considers the fundamental principles of a wholesome personality; the building of desirable attitudes; the contral of the emotional factors involved in normal mental health and the prevention of abnormalities. Attention will be given to adjustment aspects.

139—**Social Psychology.** Four hours.

Prerequisite: Psychology 65.

In this course man will be considered in his social inclinations and relationships—his reactions to and his influence upon others. The following questions will be studied: customs, social interactions, crowd behavior, propaganda, etc.

188—**Experimental Educational Psychology.** Four hours.

Prerequisites: Psychology 65, and 119 or 116.

The purpose of this course is to acquaint the student with the nature of actual investigations of school problems and to give him command of the basic methods and means through actual practice of conducting such investigations.

191—**Abnormal Psychology.** Four hours.

A course planned primarily for psychology majors, pre-medical students, and those who intend to enter the legal profession, the ministry, social service work , or teaching. It deals with abnormalities of human behavior. Some provision is made for studying cases in state hospitals. The student should have a rather good background in psychology before he undertakes this course.

193—**Psychological Services.** Four hours.

A review of the fields of psychology followed by field work with agencies, schools, clinics, and industries using psychological services.

Prerequisite: 28 hours psychology and approval of Division Head.

DIVISION OF FINE ARTS

Frank Earl Marsh, Jr., Chairman

MUSIC

Mrs. Baylis, Mrs. Davis, Miss DeLano, Miss Eason, Mr. Flexman, Mr. Hedges, Mr. Huck, Mr. Hutchins, Miss Keck, Mr. Knepper, Miss McDonald, Mr. Marsh, Mr. Patten, Mr. Saetre, Miss Womble

The Mississippi Southern College is a member of the National Association of Schools of Music and is accredited by that organization. The requirements for entrance and for graduating are in accordance with the published regulations of the National Association of Schools of Music.

The Department of Music was organized for a four-fold purpose: (1) To combine musical and literary studies as a broad basis for regular college work; (2) to use the art of music as a means of intellectual, aesthetic, and moral culture; (3) to furnish instruction to special and general students; (4) to train vocal and instrumental supervisors of music.

Admission

First, as a regular student. For any curriculum leading to a degree, the student must satisfy the entrance requirements of the College.

Students entering the piano, voice, violin, violoncello, organ or harp course must give evidence that the preparatory course in piano, voice, violin, or violoncello has been completed.

Freshmen must take entrance examinations in Elementary Theory. Those passing may enroll in the regular required courses. Students who have had preparatory work and cannot pass the examination may also enroll for the regular required courses, but must do two hours of supervised work each week without credit in elementary theory until the entrance requirements are satisfactory fulfilled.

Second, as a special student. In this case the student may elect any course his previous training has qualified him to pursue with profit.

The curricula include systematic and progressive instruction in theory, history and practice of the arts to which they severally relate; also in those branches of language, philosophy, history, and criticism which bear most directly upon these arts, and without a knowledge of which success in the higher domain of arts is impossible.

Students desiring to major in music should register for the Bachelor of Music degree with piano, church music and organ, voice, violin, violoncello, harp, or musical composition as a major or for the Bachelor of Music Education degree with vocal music education or instrumental music education as a major. However, any student of the college not registered for a music degree may pursue such courses in the Department of Music as he wishes by paying the required fee.

Music majors who have taken music courses under private instruction or in such way as not to receive credit may be excused from required courses in the music curriculum on the basis of tests of proficiency.

I. The Curriculum in Piano

The best principles of modern piano technique form the basis of teaching in this department. The student is thoroughly grounded in the classics, including Bach's Inventions and Well-Tempered Clavichord with Hanon, Czerny, Clementi, Chopin and Liszt Etudes, Sonatas by Mozart and Bee-

thoven, and selections from the compositions of the best composers of the classic, romantic, and modern schools of composition.

In the junior and senior years of the course, concertos by Mendelssohn Beethoven, Chopin, Grieg, Schumann, Liszt, and modern composers are studied and performed. Students to rank as freshmen must show that they have had equivalent of four years of serious study of the piano.

Candidates for the degree of Bachelor of Music must be prepared to present recitals selected from composers of the classic, romantic, and modern schools in their junior and senior years.

II. The Curriculum in Voice

The Department of Music recognizes the need of thorough fundamental training in the technique of singing as a prerequisite of the study of songs. The course of instruction is based upon the principles of the Italian School of Singing.

Attention is given to the study of breath control, voice placing, tone production, vowel formation, the development of resonance, range, flexibility, tone color, and style. Song literature of the classic and modern schools is given to build an adequate repertoire, as well as to enrich and broaden the musical experience and appreciation of the student. Upon graduation the student must possess a repertoire of recitatives and arias from the standard oratorios, representative operatic arias as well as a repertoire of songs from the English, French, Italian and German schools. Students to be classified as freshmen in the vocal degree course must show by examination that they have the technical and musical development equivalent to one year of vocal study as well as preparatory piano.

Candidates for the degree of Bachelor of Music must be prepared to present recitals of standard songs and arias selected from the classic and modern schools of composition in their junior and senior years.

III. The Curriculum in Violin

It is the aim of the Violin Department to offer instruction that will thoroughly train the student to meet the demands of the orchestra and concert violinist as well as to prepare for the field of teaching. Throughout the course careful attention is given to the development of technique, musical style, interpretation, and musicianship. Special emphasis is placed on ensemble in advanced classes.

The material studied is selected according to the individual needs of the student from the following studies: Sevcik, Leonard, Kayser, Mazas, Schradieck, Kreutzer, Rode and others. For the development of style and interpretation sonatas by Tartini, Nardini, Handel, Haydn and Bach are used, and concertos by Viotti, Rode, DeBeriot, Mendelssohn and Wieniawski. For graduation, selections are made from concertos by Beethoven, Bruch, Mendelssohn, Vieuxtemps, and others of equal difficulty, and miscellaneous compositions from Paganini, Sarasate, Wieniawski, Hubay, and representative modern composers.

Candidates for the degree of Bachelor of Music must be prepared to present a recital from composers of the classic, romantic, and modern schools in their junior and senior years.

IV. The Curriculum in Violoncello

The aims of this division are the same as those of the Violin division.

The material studied is selected according to the invidual needs of the student from the following studies: Dotzauer, Grutzmacher, Duport, Pop-

per, and Piatti. For development of style and interpretation sonatas by Coverette, Locatelli and Boccherini, and suites for Violoncello alone by J. S. Bach, and Concertos by Romberg, Davidoff, Servais, Popper, Golterman, Saint-Saens, Lalo, Haydn, Dvorak, D'Albert, and Schumann. Concert pieces by Tchaikowsky, Davidoff, Popper and Boellman.

Candidates for the degree of Bachelor of Music must be prepared to present a recital of selected composers of the classic, romantic and modern schools in their junior and senior years.

V. The Curriculum in Composition

This course offers special study in the practical writing of original works for instruments or voice, including the larger forms such as the Sonata-Allegro form, Variations, Art songs, Anthems, and other forms of freer content.

The latest developments distinctive of modern harmony, the various melodic, and rhythmic idioms of the present day are made available to the student through discussion and practical use.

The course in Advanced Composition is given by private instruction only, and is designed for the talented student who is especially qualified to enter the field of musical composition.

VI. The Curriculum in Music Education

The teaching of music in the public schools is now considered the work of a specialist of broad training. The importance of laying a thorough musical foundation in the grades is generally recognized and calls for great ability in the teacher of music. In the high school, music is now accorded a place of importance, and the demand for teachers who can organize and direct choral, instrumental, theoretical, and appreciation courses is increasing from year to year.

The courses in public school music supervision are designed to give not only thorough and practical training in music pedagogy but also adequate preparation in practical and theoretical music, psychology, education and cultural subjects.

The degree of Bachelor of Music Education is offered upon completion of four-year curriculum. There is an increasing demand for supervisors of music and junior and senior high school music teachers holding the Bachelor's degree. This course offering a degree combining music and education is planned to meet this demand in the field of music education.

VII. The Curriculum in Church Music and Organ

The organ course is designed to provide a thorough and sufficient education for both the concert and the church fields, the latter being particularly stressed. It includes a fundamental study of the manual touch, pedal teachnique, the independence of the hands and feet, and elementary and advanced registration. The earlier literature is designed for the special needs of the individual student, and includes technical studies, the short preludes and fugues of Bach, the choral preludes, etc.

VIII. The Curriculum in Harp

The department aims to develop a sound and flexible technique, an acceptable repertoire chosen from the standard compositions for harp, and to give thorough experience in solo, ensemble, and orchestral playing. Texts used are **Methods for the Harp**, Carlos Salzedo and **Modern Study of the Harp** by Carlos Salzedo.

PIANO MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Piano 25a, 26a, 27a (two lessons a week)	3	3	3
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Chorus 20^1, 20^2, 20^3	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Piano 55a, 56a, 57a (two lessons a week)	3	3	3
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Chorus 50^1, 50^2, 50^3	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Piano 105a, 106a, 107a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Ensemble 123, 124, 125	2	2	2
Chorus 100^1, 100^2, 100^3	1	1	1
Foreign Language (French or German)	4	4	4

Senior Year

Piano 155a, 156a, 157a (two lessons a week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173, 174, 175	2	2	2
Piano Pedagogy 182, 183, 184	2	2	2
Chorus 150^1, 150^2, 150^3	1	1	1
Psychology 119	4		
Education 113		4	
Education 169			4

VIOLIN MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Violin 31a, 32a, 33a (two lessons a week)	3	3	3
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Orchestra 21^1, 21^2, 21^3	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Violin 61a, 62a, 63a (two lessons a week)	3	3	3
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3

Orchestra 51^1, 51^2 51^3	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Violin 111a, 112a, 113a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Elective	2	2	2
Orchestra 101^1, 101^2, 101^3	1	1	1
Foreign Language (French or German)	4	4	4

Senior Year

Violin 161a, 162a, 163a (two lessons a week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173, 174, 175	2	2	2
Violin Pedagogy 185, 186, 187	2	2	2
Orchestra 151^1, 151^2 151^3	1	1	1
Psychology 119	4		
Education 113		4	
Education 169			4

VIOLONCELLO MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Violoncello 22a, 23a, 24a (two lessons a week)	3	3	3
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Orchestra 21^1, 21^2, 21^3	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Violoncello 52a, 53a, 54a (two lessons a week)	3	3	3
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Orchestra 51^1, 51^2 51^3	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Violoncello 102a, 103a, 104a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Elective	2	2	2
Orchestra 101^1, 101^2, 101^3	1	1	1
Foreign Language (French or German)	4	4	4

Senior Year

Violoncello 152a, 153a, 154a (two lessons a week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173, 174, 175	2	2	2
Music Elective	2	2	2

Orchestra 151[1], 151[2] 151[3]	1	1	1
Psychology 119	4		
Education 113		4	
Education 169			4

VOICE MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Voice 28a, 29a, 30a, (two lessons a week)	2	2	2
Piano 25b, 26b, 27b (one lesson a week)	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Chorus 20[1], 20[2], 20[3]	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Voice 58a, 59a, 60a (two lessons a week)	2	2	2
Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Chorus 50[1], 50[2], 50[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Voice 108a, 109a, 110a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Conducting 126, 127, 128	2	2	2
Chorus 100[1], 100[2], 100[3]	1	1	1
French	4	4	4

Senior Year

Voice, 158a, 159a, 160a (two lessons a week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Diction 176, 177, 178	2	2	2
Vocal Pedagogy 179, 180, 181	2	2	2
Chorus 150[1], 150[2], 150[3]	1	1	1
German	4	4	4

COMPOSITION MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Applied Music (Piano)	2	2	2
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
Survey of Music Literature 43, 44, 45	3	3	3
Music Elective	2	2	2
Chorus 20[1], 20[2], 20[3]	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Applied Music (Piano)	2	2	2
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
History of Music 73, 74, 75	3	3	3
Instrumental Class (Strings) 170	2		
Instrumental Class (Woodwinds) 171		2	
Instrumental Class (Brasses) 172			2
Chorus 50[1], 50[2], 50[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Applied Music (Piano)	2	2	2
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Theory 197, 198, 199 (Advanced Counterpoint)	2	2	2
Conducting 126, 127, 128	2	2	2
Chorus 100[1], 100[2], 100[3]	1	1	1
French	4	4	4

Senior Year

Applied Music (Piano)	2	2	2
Theory 200, 201, 202 (Advanced Composition)	2	2	2
Theory 203, 204, 205 (Advanced Orchestration)	2	2	2
Advanced Conducting and Score Reading 194, 195, 196	2	2	2
History of Music 206, 207, 208	3	3	3
Chorus 150[1], 150[2], 150[3]	1	1	1
German	4	4	4

Students entering the course in Musical Composition as a major must pass examinations in four years of preparatory piano, freshman sight singing and ear training 37ab, 38ab, 39ab and freshman harmony 34, 35, 36. Advanced Composition, Advanced Orchestration and Advanced Counterpoint will be taught privately.

MUSIC EDUCATION MAJOR

(Leading to the degree of Bachelor of Music Education)

Freshman Year

Piano 25c, 26c, 27c (two lessons a week)	2	2	2
Voice 28b, 29b, 30b (one lesson a week)	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Chorus 20[1], 20[2], 20[3]	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Voice, 58b, 59b, 60b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
Music Education 70, 71, 72 (School Music)	2	2	2
History of Music 73, 74, 75	3	3	3
Chorus 50[1], 50[2], 50[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Piano 105b, 106b, 107b (one lesson a week)	1	1	1
Voice 108b, 109b 110b (one lesson a week)	1	1	1
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 120, 121a, 122a (School Music)	2	2	2
Conducting 126, 127, 128	2	2	2
Chorus 100^1, 100^2, 100^3	1	1	1
Health 79	4		
Social Studies		4	4

Senior Year

Piano 155b, 156b, 157b (one lesson a week)	1	1	1
Voice 158b, 159b 160b (one lesson a week)	1	1	1
Theory 167, 168, 169 (Orchestration)	2	2	2
Instrumental Class (Strings) 170	2		
Instrumental Class (Woodwinds) 171		2	
Instrumental Class (Brasses) 172			2
Chorus 150^1, 150^2, 150^3	1	1	1
Psychology 119	4		
Education 113		4	
Education 169			4
Education 186		5	
Education 185	5		
Science 23			4

INSTRUMENTAL SUPERVISOR'S CURRICULUM

(Minor in a String Instrument)

(Leading to the Degree of Bachelor of Music Education)

Freshman Year

Violin (or other String Instrument) 31b, 32b, 33b	1	1	1
Piano 25c, 26c, 27c (two lessons a week)	2	2	2
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Orchestra 21^1, 21^2, 23^3	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Violin (or other String Instrument) 61b, 62b, 63b	1	1	1
Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
Music Education 70, 71, 72 (School Music)	2	2	2
History of Music 73, 74, 75	3	3	3
Orchestra 51^1, 51^2 51^3	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Violin (or other String Instrument) 111b, 112b, 113b	1	1	1
Woodwind Instrument (one lesson a week)	1	1	1
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 120, 121b, 122b (School Music)	2	2	2
Conducting 126, 127, 128	2	2	2

Orchestra 101[1], 101[2], 101[3]	1	1	1
Health 79	4		
Social Studies		4	4

Senior Year

Violin (or other String Instrument) 161b, 162b, 163b	1	1	1
Brass Instrument (one lesson a week)	1	1	1
Theory 167, 168, 169 (Orchestration)	2	2	2
String Instrument Class Methods 191	2		
Woodwind Instruments and Percussion Class Methods 192		2	
Brass Instruments and Percussion Class Methods 193			2
Advanced Instrumental Conducting and Study of Band and Orchestral Materials 194, 195, 196	2	2	2
Orchestra 151[1], 151[2], 151[3]	1	1	1
Psychology 119	4		
Education 113		4	
Education 169			4
Education 186		5	
Education 185	5		
Science 23			4

INSTRUMENTAL SUPERVISOR'S CURRICULUM

(Minor in a Brass or Woodwind Instrument)

(Leading to the Degree of Bachelor of Music Education)

Freshman Year

Major instrument (one lesson a week)	1	1	1
Piano 25c, 26c, 27c (two lessons a week)	2	2	2
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Band 22[1], 22[2], 23[3]	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Major Instrument (one lesson a week)	1	1	1
Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
Music Education 70, 71, 72 (School Music)	2	2	2
History of Music 73, 74, 75	3	3	3
Band 52[1], 52[2], 52[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Major Instrument (one lesson a week)	1	1	1
String Instrument (one lesson a week)	1	1	1
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 120 121b, 122b (School Music)	2	2	2
Conducting 126, 127, 128	2	2	2
Band 102[1], 102[2], 102[3]	1	1	1
Health 79	4		
Social Studies		4	4

Senior Year

Major Instrument (one lesson a week)	1	1	1
Woodwind or Brass Instrument (one lesson a week)	1	1	1
String Instruments Class Methods 191	2		
Woodwind Instruments and Percussion Class Methods 192		2	
Theory 167, 168, 169 (Orchestration)	2	2	2
Brass Instruments and Percussion Class Methods 193			2
Advanced Instrumental Conducting and Study of Band and Orchestral Materials 194, 195, 196	2	2	2
Band 152[1], 152[2], 152[3]	1	1	1
Psychology 119	4		
Education 113		4	
Education 169			4
Education 186		5	
Education 185	5		
Science 23			4

ORGAN AND CHURCH MUSIC MAJOR

(Leading to the degree of Bachelor of Music)

The organ course is designed to provide preparation for both concert and church work, the latter being particularly stressed. The graded course, a copy of which may be had on request, and which makes use of the Gleason "Method of Organ Playing" as a basic text, with adaptations to meet the needs of the individual student, is used for organ majors. Those studying organ as a secondary subject can expect to complete one year of the graded course in two years of study with one lesson per week.

Freshman Year

Organ 46c, 47c, 48c	2	2	2
Piano 25c, 26c, 27c	2	2	2
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Music 20[1], 20[2], 20[3]	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Organ 76c, 77c, 78c	2	2	2
Piano 55c, 56c, 57c	2	2	2
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Music 50[1], 50[2], 50[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Organ 136c, 137c, 138c	2	2	2
Voice 28c, 29c, 30c	2	2	2
Theory 114, 115, 116 (Analysis)	2	2	2
Theory 117, 118, 199 (Counterpoint)	2	2	2
Conducting 126, 127, 128	2	2	2
History of Church Music 212, 213, 214	2	2	2
Music 100[1], 100[2], 100[3]	1	1	1
Academic Elective	4	4	4

Senior Year

Orgon 186c, 187c, 188c	2	2	2
Voice 58c, 59c, 60c	2	2	2
Advanced Choral Conducting and Literature 209, 210, 211	2	2	2
Music 215 (Gregorian Chant)	2		
Music 216 (Hymnology)		2	
Music 217 (Administration of Church Music)			2
Liturgies 218, 219, 220	2	2	2
Composition 164, 165, 166	2	2	2
Music 150[1], 150[2], 150[3]	1	1	1
Academic Elective	4	4	4

HARP MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Harp 49c, 50c, 51c (two lessons a week)	2	2	2
Piano 25b, 26b, 27b	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Orchestra 21[1], 21[2], 23[3]	1	1	1
English 25, 26, 27, 28	3	3	3

Sophomore Year

Harp 79c, 80c, 81c (two lessons a week)	2	2	2
Piano 55b, 56b, 57b	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Orchestra 51[1], 51[2] 51[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Harp 139a, 140a, 141a	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Elective	2	2	2
Orchestra 101[1], 101[2], 101[3]	1	1	1
Foreign Language (French or German)	4	4	4

Senior Year

Harp 189a, 190a, 191a	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Harp Ensemble	2	2	2
Orchestra 151[1], 151[2] 151[3]	1	1	1
Psychology 119	4		
Education 113		4	
Education 169			4

Practice

Regular hours of practice are assigned each student by the Chairman of the Division. The number of hours of daily practice depends on the classification of student. Mus.B. students are required to practice three hours daily in their freshman and sophomore years and four hours daily in

their junior and senior years. Of other classifications of students, one hour daily practice is required.

Recitals

In order that students may become accustomed to appearing in public, frequent afternoon recitals are given. Public recitals are given by advanced students as often as it is consistent with their regular work.

All applicants for the Mus.B. degree are required to appear on afternoon programs, once in the freshman year, twice in the sophomore, and three times in both junior and senior years.

Opportunities are given students to hear the best music in concerts given by the members of the music faculty and visiting artists. Attendance at all recitals is obligatory.

Special Requirements

All non-resident students are required to practice in the Music Building under supervision.

All students, regular or special, are required to sing or play in any chorus, quartet, orchestra or band, in which their presence may be desired.

No student in the Department of Music may appear as a representative of the College in a public musical performance, except by permission of the Chairman of the Division of Fine Arts.

N.B.—Not over six quarter hours in choral music, orchestra or band are allowed in the academic degree curricula.

APPLIED MUSIC

25-26-27 (a) (b) (c)—**Freshman Piano** (1, 2 or 3 hrs each qr.); 55-56-57 (a) (b) (c)—**Sophomore Piano** (1, 2 or 3 hrs. each qr.); 105-106-107 (a) (b) (c)—**Junior Piano** (1, 2 or 4 hrs. each qr.); 155-156-157 (a) (b) (c)—**Senior Piano** (1, 2 or 4 hrs. each qr.)

31-32-33 (a) (b) (c)—**Freshman Violin** (1, 2 or 3 hrs. each qr.); 61-62-63 (a) (b) (c)—**Sophomore Violin** (1, 2 or 3 hrs. each qr.); 111-112-113 (a) (b) (c)—**Junior Violin** (1, 2 or 4 hrs. each qr); 161-162-163 (a) (b) (c)—**Senior Violin** (1, 2 or 4 hrs. each qr.)

22-23-24 (a) (b) (c)—**Freshman Violoncello** (1, 2 or 3 hrs. each qr.); 52-53-54 (a) (b) (c)—**Sophomore Violoncello** (1, 2 or 3 hrs. each qr.); 102-103-104 (a) (b) (c)—**Junior Violoncello** (1, 2 or 4 hrs. each qr.); 152-153-154 (a) (b) (c)—**Senior Violoncello** (1, 2 or 4 hrs. each qr.)

28-29-30 (a) (b) (c)—**Freshman Voice** (1 or 2 hrs. each qr.); 58-59-60 (a) (b) (c)—**Sophomore Voice** (1 or 2 hrs. each qr.); 108-109-110 (a) (b) (c)—**Junior Voice** (1, 2 or 4 hrs. each qr.); 158-159-160 (a) (b) (c)—**Senior** Voice (1, 2 or 4 hrs. each qr.)

46-47-48 (b) (c)—**Freshman Organ** (1 or 2 hrs each qr.); 76-77-78 (b) (c) —**Sophomore Organ** (1 or 2 hrs. each qr.); 136-137-138 (b) (c)—**Junior Organ** (1 or 2 hrs. each qr.); 186-187-188 (b) (c)—**Senior Organ** (1 or 2 hrs. each qr.)

49-50-51 (b) (c)—**Freshman Harp** (1 or 2 hrs. each qr.); 79-80-81 (b) (c)—**Sophomore Harp** (1 or 2 hrs. each qr.); 139-140-141 (a) (b) (c)—**Junior Harp** (1, 2, or 4 hrs. each qr.); 189-190-191 (a) (b) (c)—**Senior Harp** (1, 2, or 4 hrs. each qr.)

THEORETICAL AND HISTORICAL

34-35-36—**Harmony.** Three hours each quarter.

Elementary harmony beginning with scales, intervals, triads and their inversions; cadences; the dominant seventh chords and their inversions; secondary chords and inversions; dominant ninth and its inversions; modulation, etc. Approximately one-third of the time is given to keyboard harmony.

64-65-66—**Advanced Harmony.** Three hours each quarter.

Prerequisite: 34-35-36.

Review of Harmony 34, 35, 36. Secondary seventh chords and their inversions; mixed chords and their inversions; altered chords; non- harmonic tones, etc. Approximately one-third of the time is given to keyboard harmony.

114-115-116—**Harmonic and Form Analysis.** Two hours each quarter.

Prerequisite: 64-65-66.

Harmonic and formal analysis of the forms of polyphonic and harmonic structures and innovations is the works of composers of the modern school are also analyzed.

117-118-119—**Elementary Counterpoint.** Two hours each quarter.

Prerequisite: 64-65-66.

A study of the fundamentals of melody writing and voice association at the conclusion of which the student will be able to write a two-part invention employing canonic imitation.

164-165-166—**Composition.** Two hours each quarter.

Prerequisite: 114-115-116.

Composition in the smaller forms up to and including the sonatina form. Students in this course are expected to present at student recitals such of their compositions as the teacher may select.

167-168-169—**Orchestration.** Two hours each quarter.

Prerequisite: 117-118-119.

A study of the individual characteristics of the various instruments comprising the modern orchestra, and of the orchestra as a whole. The arrangement for the orchestra of original and standard compositions.

197-198-199—**Advanced Counterpoint.** Two hours each quarter.

Prerequisite: 117-118-119.

Applied counterpoint; imitation; canon; invention; invertible counterpoint; Fugue.

200-201-202—**Advanced Composition.** Two hours each quarter.

Prerequisite: 164-165-166.

The Sonata-Allegro form; Art songs; part songs and anthems.

203-204-205—**Advanced Orchestration.** Two hours each quarter.

Prerequisite: 167-168-169.

37a-38a-39a—**Sight Singing.** One hour each quarter.

37b-38b-39b—**Ear Training.** Two hours each quarter.

Drill in scales and intervals. Rhythmic problems. Dictation of simple melodies and chords.

67a,-68a-69a—**Advanced Sight Singing.** One hour each quarter.

67b-68b-69b—**Advanced Ear Training.** One hour each quarter.

Prerequisite: Sight Singing 37a, 38a, 39a; Ear Training 37b, 38b, 39b.

Complicated rhythms, chromatic scales, reading in different clefs. Dictation of exercises in rhythm and intonation.

HISTORY OF MUSIC

43-44-45—**Survey of Music Literature.** Three hours each quarter.

A cultural course in the appreciation of music. The object of the course is the attainment of appreciative listening and individual understanding of a composer's musical message.

73-74-75—**History of Music.** Three hours each quarter.

Prerequisite: 43-44-45.

Music of primitive nations. The musical instruments of the Bible. Music of the early Christian Church. Rise and development of liturgy. Notation. Music and the Renaissance. The Polyphonic Age. The rise of opera and oratorio. The periods of Bach and Handel, Haydn and Mozart. The advent of Beethoven. The rise of virtuosity and romanticism. Wagner and the new operatic tendencies. American musical development.

206-207-208—**Music in World Civilization.** Three hours each quarter.

Prerequisite: Music History 73-74-75.

A background of cultural history designed for the music student; the place of music in the educational, religious, social, and esthetic life of all peoples and all ages.

First quarter. Ancient and medieval civilizations; ancient Egypt and Mesopotamia; ancient and medieval China and India; Greece and Rome; the Byzantine Empire; the culture of Islam.

Second quarter. Western civilization; the middle ages and the renaissance; 5th through the 17th centuries.

Third quarter. Modern times; the age of reason; the Europeanization of the world; contemporary trends.

ENSEMBLE

123-124-125—**Ensemble.** Two hours each quarter.

A study of the classics arranged for two, four, six and eight hands. Original two piano compositions by Schumann, Grieg, Saint-Saens, and Debussy. Transposition and sight playing.

173-174-175—**Advanced Ensemble.** Two hours each quarter.

Prerequisite: 123-124-125.

A study of Trios by Schubert, Beethoven, etc., and Sonatas for Violin and Piano by Bach, Grieg, Brahms, and Caesar Franck. Accompanying.

MUSIC EDUCATION (School Music)

70—**Elementary Music Methods.** Two hours.

Selection and presentation of rote songs; the child voice in singing; treatment of the unmusical child; development of rhythmic and melodic expression; introduction of staff notation; direct listening.

71—**Intermediate Music Methods.** Two hours.

Time, tone, and theory problems of the fourth, fifth and sixth grades, with emphasis on methods of presentation of materials. Observation of actual classroom procedure.

72—**Junior High School Music Methods.** Two hours.

Materials and methods appropriate for grades 7, 8, and 9. Testing and classification of adolescent voices. Choral teaching. Elective classes and assemblies.

95—**School Music Fundamentals.** Four hours.

This course requires no prerequisite and is open to students of any class. Especially valuable to the grade teacher. It deals with the fundamentals of music as major and minor scales, chromatic scales, time values,

etc. Rote singing and appreciation of music through the use of the victrola form an interesting part of this course.

96—**Advanced School Music Fundamentals.** Four hours.

Prerequisite: Music 95.

This course carries on the fundamentals of music as intervals, etc. Part singing is introduced, common use of songs and song presentation.

120—**Senior High School Music Methods.** Two hours.

Materials and methods appropriate for grades 10, 11, 12. Literature for choir, glee clubs. Elective classes in music appreciation and theory. Special performances.

121a—**The Administration of Music Education.** Two hours.

A critical study of the philosophies and theories of various authorities in Music education. A final survey of the field in problems and solutions, the general preparation of a successful musician and teacher.

121b—**Instrumental Methods and Literature.** Two hours.

This course is taken by those preparing themselves for instrumental teaching. A large amount of literature for bands, orchestras, and instrumental classes is critically examined. Often members of the class play through the materials as part of their study.

122a—**Seminar in Music Education.** Two hours.

Evaluation of current methods in music education. Criteria for selection of materials and classroom procedure.

122b—**Instrumental Organization and Administration.** Two hours.

The purpose of this course is to treat in detail the numerous problems which confront every band and orchestra director. Rehearsal technique, drilling, tuning, teaching, motivating student practice and other problems relating to this subject. Marching band.

126-127-128—**Conducting.** Two hours each quarter.

The fundamentals of chorus and orchestral conducting are studied, accompanied by much individual practice in conducting material appropriate for the junior and senior high schools.

170—**Instrumental Class (Strings).** Two hours.

A class in stringed instruments. Practical instruction in the methods of playing the various stringed instruments. Holding the instrument, the bow, the hand position, etc. For supervisors only. Students must play the various instruments. This is not a theoretical course.

171-172—**Instrumental Class** (Winds). Two hours each quarter.

A class in wind instruments. Practical instruction in the method of producing tones on the various wind instruments, methods for beginning the various scales. For supervisors only. Students must play the instruments. This is not a theoretical course.

176-177-178—**Diction.** Two hours each quarter.

Prerequisite: Junior Voice.

The correct use and pronunciation of English, Italian, French and German as applied to the vocal art, with special stress on Italian.

179-180-181—**Vocal Pedagogy.** Two hours each quarter.

Vocal characteristics of various types of voices. Treatment which should be applied to each. Appropriate exercises for correcting various vocal defects. Teaching material suitable for various types of voices. Discussions of musical literature of different periods including opera, oratorio and lieder. Exercises for physical development.

182-183-184—**Piano Pedagogy.** Two hours each quarter.
Modern methods of teaching children are studied. The work includes lectures, observations of private and class lessons, and practice teaching under supervision. The problem involved in the teaching of piano to adults is considered. Through lectures, discussion, prescribed reading and actual teaching experience the student is given a background for future work. Practice teaching is done throughout the senior year under supervision.

185-186-187—**Violin Pedagogy.** Two hours each quarter.
This course is intended for students who expect to teach. In addition to the study of different methods of presenting basic technical problems, and the review of various etudes, concertos, and other compositions, the student has the advantage of observing and participating in both individual and class teaching.

188-189-190—**Lyric Action** (Acting in Opera). Two hours each quarter.
Gesture, individual and ensemble, pantomine, operatic roles, stage business, technique, and costumes.

191—**String Instruments Class Methods.** Two hours.
A class in the playing of violin, viola, 'cello and bass as an introduction to the teaching of these instruments and as demonstration of class teaching.

192—**Woodwind Instruments and Percussion Class Methods.** Two hours.
A class in woodwind instruments is conducted as an introduction to the teaching of woodwind instruments and as demonstration of class teaching of these instruments. The instruments taught include clarinet, oboe, flute, bassoon, and percussion.

193—**Brass Instruments and Percussion Class Methods.** Two hours.
A class in brass instruments is conducted as an introduction to the teaching of brass instruments and as demonstration of class teaching of these instruments. The instruments taught include trumpet, melophone, French horn, trombone, baritone tuba, and percussion.

194-195-196—**Advanced Instrumental Conducting and Study of Band and Orchestral Materials.** Two hours each quarter.
Score reading and conducting. Orchestral and band technique, interpretation, repertoire, rehearsal and performance. Building and training the student orchestra and band.

209-210-211—**Advanced Choral Conducting and Materials.** Two hours each quarter.
Prerequisite: 126-127-128 and two years of voice.
Conducting and interpretation of representative works of the great choral schools and composers since the sixteenth century. Study of the style of each period and opportunities for the formation of judgement in the field of choral music through the examination of a cross section of the literature, the use of recordings and performance of many works in class. The fall quarter is devoted to church chorus and sacred music.

CHURCH MUSIC

212-213-214—**History of Church Music.** Two hours each quarter.
Fall quarter: History of Christian choral music, with emphasis on the use of the literature of all periods in the modern service.

Winter quarter: History of organ music, with emphasis on its use in the church service.

Spring quarter: Practical aspects of the music of the church: Service playing, improvisation, conducting from the console, etc. Practical use of the material studied the first two quarters. Organ pedagogy.

215-216-217—**Practical Church Music.** Two hours each quarter.

Fall quarter: Gregorian chant; its history and development; analysis of the modal system and formal structure; training in reading Gregorian notation; use of Gregorian music in modern liturgical or non-liturgical services.

Winter quarter: Hymnology. The history of the Christian hymn; the use of the hymns of all periods in the modern service; training in playing hymns at the organ and piano, and in leading congregational singing.

Spring quarter: Administration of church music. Methods of choir organization and training; practical aspects of the problems of the volunteer choir system; building the musical program of the church; development of a church music library.

218-219-220—**Liturgies.** Two hours each quarter.

Fall quarter: The meaning and place of liturgy in worship; the Jewish, Eastern Orthodox, and Roman Catholic liturgies, and their music.

Winter quarter: Liturgies of the Reformation period; the services and music of the Lutheran, Calvinist, and Anglican churches.

Spring quarter: The services and music of the non-liturgical churches.

PRACTICAL MUSIC

20^1-20^2-20^3—**Choral Music.** One hour each quarter.
No credit will be given unless student is a member of the chorus three consecutive quarters.

50^1-$50^2$$50^3$—**Choral Music.** One hour each quarter.
Prerequisite: 20^1-20^2-20^3.

100^1-100^2-100^3—**Choral Music.** One hour each quarter.
Prerequisite: 50^1-50^2-50^3.

150^1-150^2-150^3—**Choral Music.** One hour each quarter.
Prerequisite: 100^1-100^2-100^3.

21^1-21^2-21^3—**Orchestral Music.** One hour each quarter.
No credit will be given unless a student is a member of the orchestra three consecutive quarters.

51^1-51^2-51^3—**Orchestral Music.** One hour each quarter.
Prerequisite: 21^1-21^2-21^3.

101^1-101^2-101^3—**Orchestral Music.** One hour each quarter.
Prerequisite: 51^1-51^2-51^3.

151^1-151^2-151^3—**Orchestral Music.** One hour each quarter.
Prerequisite: 101^1-101^2-101^3.

22^1-22^2-22^3—**Band Music.** One hour each quarter.
No credit will be given unless a student is a member of the band three consecutive quarters.

52^1-52^2-52^3—**Band Music.** One hour each quarter.
Prerequisite: 22^1-22^2-22^3.

102^1-102^2-102^3—**Band Music.** One hour each quarter.
Prerequisite: 52^1-52^2-52^3.

152^1-152^2-152^3—**Band Music.** One hour each quarter.
Prerequisite: 102^1-102^2-102^3.

GRADUATE COURSES

APPLIED MUSIC

505-506-507—**Piano.** Four hours each quarter.

508-509-510—**Voice.** Four hours each quarter.

517-518-519—**Organ.** Four hours each quarter.

THEORETICAL AND HISTORICAL

521-522-523—**Analytical Technic.** Two hours each quarter.
A Graduate Course in the technic of Harmonic and Contrapuntal Analysis.

524-525-526—**Pedagogy of Theory.** Two hours each quarter.
A course in the teaching of theory for the graduate student.

527-528-529—**Music Literature.** Four hours each quarter.
Advanced work in various fields of Musical Literature with special emphasis on the style-analysis and the performance of music of all periods by members of the class.

536-537-538—**Advanced History of Music.** Three hours each quarter.
Prerequisite: 73-74-75.
A graduate seminar course. The various fields of music are covered in detail by means of individual reports and papers from members of the class.

MUSIC EDUCATION

530-531-532—**Psychology of Music.** Two hours each quarter.
This course is designed particularly for teachers and prospective teachers of music. Its aim is to present material from the Science of Psychology which leads to an understanding of individual differences in musical capacities and concomitant application in teaching. As a basic course it deals with the fundamentals which are essential to an understanding of current psychological Tests and Measurements in Music.

533-534-535—**Seminar in Music Education.** Two hours each quarter.
The major for those registered for the Master's Degree in Music Education. It is also open by permission to other graduate students who are interested in the teaching of music in the University, College, Conservatory or Public School.

This course reviews the current philosophy of education in this country, with special reference to the place of music in the curriculum. It also includes a review and criticism of Music Curricula, and an evaluation of the material and methods of the various type of music schools mentioned above.

ART

Mr. Lok Miss D'Olive

Art students make direct visits to local exhibits which are sponsored by the Hattiesburg Art Association.

Exhibitions in the campus gallery are conducted by a committee of art majors.

The Department reserves the right to retain student work for exhibition purposes.

21—**Beginning Drawing.** Three hours.
Drawing in various black and white media beginning with pencil and charcoal with further experiments in ink, wash, and mixed techniques. Studies in linear perspective and light and shade.

23—**Beginning Design.** Three hours.

Study of the terms of visual design, simple problems in balance and counter balance, line, texture, and a number of more extensive problems involving all the design elements and bridging the gap between abstract and natural symbols. Some simple lettering.

25—**Introductory Art.** Four hours.

Fundamentals of lettering; perspective; light and shade; figure and animal drawing; color theory; still life; landscape; design.

For students in the teaching program.

26—**Elementary School Art.** Four hours.

Prerequisite: Fine Arts 25.

Problems in this course follow work suggested by the Mississippi Course of Study in Art for Elementary Schools.

28—**Intermediate Drawing.** Three hours.

Prerequisite: Art 21 or equivalent.

More complex still life drawings in black and white, some figure and landscape study. An introduction to the more fluid media, tempera, watercolor and mixed techniques in color.

32—**Intermediate Design.** Three hours.

Prerequisite: Art 23 or equivalent.

A systematic study of the theory of color. Some problems in two-dimensional design involving various kinds of color harmony.

34—**Figure Drawing.** Three hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

Study of the construction and the use of the human figure in design. Drawing from the model in various media.

36—**Clay Modeling.** Three hours.

Prerequisite: Art 21, 23. 28, and 32 or equivalent.

A study of three -dimensional design as applied to ceramic materials. Problems in small sculpture and simple vessel forms.

110—**Allied Arts of Design and A Basis for Criticism.** Three hours.

A series of illustrated lectures on the "minor arts:" ceramics, stained glass, fabric, wood, and metal work with a systematic basis for criticism using function, form, materials, and design. Open to all students.

112—**History of Art I.** Three hours.

Pre-renaissance and renaissance art. A course in appreciation. Open to all students.

113—**History of Art II.** Three hours.

Post-renaissance and modern art. A course in appreciation. Open to all students.

118—**Water Color Painting I.** Three hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

Studies in still life, figure, and some landscape in transparent and opaque watercolor.

120—**Pictorial Composition.** Three hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

Study of the elements of picture building with exemplary problems in various media.

121—**Oil Painting I.** Three hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

Studies in the technique of oil painting. Some problems in still life and landscape.

122—**Rendering.** Three hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

The rendering of objects and materials for commercial presentation. Recommended for those interested in any form of commercial art.

123—**Lettering and Layout.** Three hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

Hand and precision lettering and advertising and show card layout.

124—**Surface Decoration.** Three hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

Wallpaper and textile design, making use of stencil, block printing and silk screen process. A study of production methods in this field.

125—**Teaching of Art.** Four hours.

Prerequisite: Fine Arts 25, 26.

Aims and activities of art education in the elementary grades. Materials, equipment, sources of supply, etc.

128—**Jewelry Design I.** Three hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

The design of modern costume jewelry, a study of techniques and production of simple pieces.

131—**Ceramics.** Three hours.

Prerequisite: Art 36.

Study of forming techniques (throwing on the wheel, etc.), glazing and other ceramic processes beyond the scope of Art 36.

132—**Special Projects for Elementary Teachers I.** Two hours.

Some projects in art and methods of presentation to children in the grades.

133—**Special Projects for Elementary Teachers II.** Two hours.

Additional projects as in Art 132. (Need not necessarily follow Art 132.)

134—**Advertising Design.** Three hours.

Prerequisite: Art 122 and 123.

Practical problems in layout of page, section, and design of labels and packages.

150—**Water Color Painting II.** Three hours.

Prerequisite: Art 118.

More complex problems in watercolor involving selection of material for compositions in landscape, figure, and still life.

152—**Oil Painting II.** Three hours.

Prerequisite: Art 21.

Further study of composition in oil with emphasis on color harmony. Some problems involving selection of subject matter.

154—**Illustration.** Three hours.

Prerequisite: Art 34, 120.

Practical problems in the illustration of poems and short stories. Black and white and color studies involving the relation of medium and technique to subject.

156—**Mural.** Three hours.

Prerequisite: Art 34, 120.

The design of several large-scale mural projects culminating in the

execution of one in a choice of medium. Special study of the relation of wall decoration to the surrounding architecture.

158—**Advertising Project.** Three hours.

Prerequisite: Art 134.

Fall quarter series or unit project in advertising design and presentation involving considerable research. Seminar.

160—**Jewelry Design II.** Three hours.

Prerequisite: Art 128.

Further study of processes. The setting of gem stones and other problems of the craft.

162—**Advanced Ceramics.** Three hours.

Prerequisite: Art 131.

Special problems in ceramic decoration; experiments in glaze making, firing technique, and clay bodies.

DIVISION OF HEALTH AND PHYSICAL EDUCATION

C. E. McCarver, Chairman

Health Service: Dr. McLeod, Miss Beedie E. Smith

Instruction: Dr. Davis, Mr. Frazier, Miss Hill, Dr. Lowrey, Dr. McCarver, Mr. Milam, Miss Philbeck, Mr. Switzer, Miss Watkins.

Varsity Coaching: Mr. Green, Mr. Smith, Mr. Stewart, Mr. Vann, Mr. Waldvogel.

The health and physical education program is operated for the following purposes: (1) to promote the health and fitness of college students; (2) to build a basis in scientific information for good health attitudes and habits; (3) to train in habits of exercise; (4) to offer opportunity for recreation; (5) to prepare teachers, coaches, health educators, supervisors, and administrators, and other specialists in the fields of school and community health, physical education, and recreation.

Veterans receive six hours' credit in physical education for their military training and are therefore exempt from the six hours' basic activity core requirement in all curricula. Physical education majors, however, are not exempt. They must take the six basic courses or satisfy the head of the department that they have the equivalent in understanding and skills.

Candidates for varsity teams may receive credit in appropriate activity courses. They register under numbers used for the regular activity courses, with letter "v" added to the appropriate number. Varsity candidacy or membership does not exempt physical education majors from the proficiency requirement stated in the preceding paragraph.

Men are required to have suitable activity uniforms consisting of "T" shirt, shorts, and soft soled shoes. Women furnish their own gym suits and tennis shoes. Shorts and shirts are recommended. It is wise for students to acquire their equipment before entering college.

Course numbers followed by "w" indicate courses open only to women. Course numbers followed by "m" indicate courses open only to men. Course numbers followed by "m-w" indicate separate sections with somewhat different content for men and women.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

HEALTH, PHYSICAL EDUCATION, OR RECREATION MAJORS

A. Core Curriculum

	Hours	
English 25, 26, 27, 28, 75, 76 and Speech	22	
Library Science 29	1	
Social Studies (including History 29 or 109)	18	
Biology 37, 38, 39, 182	16	
Mathematics 21 or 31	4	
Psychology 65	4	
Physical Education 1, 2, 3, 4, 5, 6	6	
Health 79 or 125	4	75

B. Professional Requirements

Education 20, 113, 162, 163, 169, 185, 186	26	
Psychology 119	4	
Methods in Health or Physical Education	4	34

C.	Major Field Core		
	Health 79, 155	8	
	Physical Education 140	4	
	Methods in Physical Education 149 and 151	8	
	Physical Education 190	4	24
D.	Guided Electives in Major Field	20	20
E.	Free Electives (minimum of)	39	39
	TOTAL		192

Special areas of concentration in Health and Physical Education are:

1. High School Teachers of Health and Physical Education (Men and Women)

2. High School Teachers of Health and Physical Education (Coaches).

3. Health Educators.

It is recommended that those desiring a concentration in this area elect Chemistry 25, 26, 27, Physics 80, 81, 82, Mathematics 32, 35, Health 27, 125, and 154. Adjustments may be made in the professional requirements.

4. Sanitarians.

It is recommended that those desiring a concentration in this area elect Chemistry 25, 26, 27, Mechanical Drawing 27, 28, 87, Biology 139, 145, and Health 131.

5. Recreational Leaders and Social Workers

It is recommended that those desiring a concentration in this area elect about eight hours in Economics, four hours in Government, eight hours in Sociology and eight hours in Religious Education.

Health

27—**Community Health.** Four hours.
Community control of environmental health hazards; community control of diseases; health agencies.

79—**Personal Health.** Four hours.
The human body and its functioning as related to problems of health and disease.

123—**Food Problems as Related to Health.** Two hours.

125—**Problems of Child Health.** Four hours.
Personal health of the child, with emphasis on problems of growth.

131—**Sanitation.** Four hours.
Problems of sanitation in the home and school; in food producing and handling, water supply, waste and excreta disposal.

133—**Firt Aid.** Two hours.
Standard first aid as approved by the American Red Cross.

134—**Home Nursing.** Two hours.
The care of the sick in the home.

143—**Advanced First Aid.** Two hours.
Prerequisite: Health 133.

151—**Marriage Problems and the Family.** Four hours.
See Home Economics 151.

152—**Physiology of Exercise.** Two hours.
A study of the physiological changes which occur in the body during muscular activity.

154—**Health Education.** Four hours.
Using community resources and community organization. Coordinating the school program with the community program. Special emphasis on materials and techniques for elementary schools.

155—**Health Education for High School Teachers.** Four hours.
Materials and techniques for high school teachers of health. Conducting the school health program at the secondary level.

166—**Anatomy of Muscles, Joints, and Bones.** Two hours.

192—**School Health.** Four hours.
Organization and operation of a school health program.

194—**Tests and Measurements in Health and Physical Education.** Four hours.
Tests of health, fitness, strength, skills and abilities. Administration and interpretation. Open to qualified seniors and graduates.

196—**Marriage and Family Life.** Three hours.
Physical and emotional basis for successful marriage and parenthood.

198—**Child and Adolescent Dynamics.** Three hours.
Problems growing out of the emotional needs of the developing child and adolescent. The parents' responsibility and the teachers' responsibility for sex education.

200—**Institute of Family Life.** One hour.

540—**Problems of Administration in Health, Physical Education, and Recreation.** Four hours.
Objectives, selection and care of equipment, school and community organizations, facilities, budget, and finance, educational publicity.

542—**Problems of Curriculum in Health and Physical Education.** Four hours.
Fundamental bases and principles of curriculum construction, analysis of activities for teaching purposes, program planning.

544—**Foundations and Trends in Health and Physical Education.** Four hours.
Functions and principles as determined by history, biology, and psychology.

546—**Advanced School Hygiene.** Four hours.
(Prerequisite, adequate background in science.) Objectives, health service, plant and equipment, meeting community needs, utilizing community resources, health instruction.

548—**Seminar in Health and Physical Education.** Two hours.
Discovery and recognition of problems, evaluation of problems and procedures, type and techniques of research.

PHYSICAL EDUCATION

Theory Courses

56—**History of Physical Education.** Two hours.

70—**Introduction of Physical Education.** Four hours.

100m-a-b-c—**Coaching of Competitive Sports.** Six hours.

110w—**Techniques of Teaching and Officiating in Major Sports.** Four hours.

118m—**Care of Athletic Injuries.** Two hours.

120m-w—**Techniques of Teaching Tumbling and Calisthenics.** Two hours.

121-a—**Intermediate Modern Dance.** One hour.
Prerequisite: 5w.

121-b—**Advanced Modern Dance.** One hour.
Prerequisite: 5w and 121a.

122—**Techniques of Teaching Rhythmics.** Two hours.
Prerequisite: Some knowledge of music.

133—**Camp Counseling.** Two hours.

140—**Community and Recreational Leadership.** Four hours.

144 (a) m-w—**Life Saving and Water Safety.** Two hours.

144 (b) m-w—**Water Safety—Instructors Course.** Two hours.

149—**Physical Education in the Elementary School.** Four hours.

151m-w—**Physical Education in the High School.** Four hours.

152—**Physiology of Exercise.** Two hours.
A study of the physiological changes which occur in the body during muscular activity.

155m-w—**Techniques of Teaching and Officiating in Minor Sports.** Four hours.

160m—**Techniques of Athletic Management.** Four hours.

181—**Preventive and Corrective Physical Education.** Four hours.

182—**Kinesiology.** Four hours.

187—**Theory of Teaching Swimming and Diving.** Two hours.
Prerequisite: 125 or equivalent.

190—**Organization and Administration of Health and Physical Education.** Four hours.

195a-b-c—**Coaching the Minor Sports.** Six hours.

Activity Courses

1, 2, 3w—**Seasonal Sports and Activities for Freshmen.** One hour.
Volleyball and Basketball; Folk and Social Dancing; Softball and Swimming.

1, 2, 3m—**Seasonal Sports and Activities for Freshmen.** One hour.
Tumbling; Boxing; Wrestling; Tennis, and Swimming.

4, 5, 6w—**Seasonal Sports and Activities for Sophomores.** One hour.
Choice of tennis or golf; modern dance; individual sports and swimming.

4, 5, 6m—**Seasonal Sports and Activities for Sophomores.** One hour.
Basketball; Volleyball; Golf; Track and Field, and Swimming.

11, 12, 13w-m—**Individual Physical Education for Freshmen.** One hour each quarter. See description below.

14, 15, 16w-m—**Individual Physical Activities.** One hour each quarter. For those who desire to improve their posture or to overcome such detriments to health and efficiency as may be favorably influenced by advice and exercise, e.g., fallen arches, weak and painful feet, weak abdominal muscles, indigestion, constipation, overweight, underweight, sleeplessness, poor circulation, weak heart; or for those who desire to learn exercises to do at home.

73—**Social Dancing.** One hour.

101m-w—**Softball.** One hour.

102m—**Football.** One hour.

104m-w—**Basketball.** One hour.

106m—**Baseball.** One hour.

108m-w—**Badminton.** One hour.

109w—**Archery.** One hour.

112m-w—**Golf.** One hour.

117—**Folk Dancing.** One hour.

119m-w—**Bowling.** One hour.

123w—**Calisthenics and Tumbling.** One hour.

124m-w—**Volleyball.** One hour.

125m-w—**Swimming and Diving.** One hour.

131m—**Field Sports.** One hour.

132m—**Track and Field.** One hour.

134m-w—**Tennis.** One hour.

136m—**Gymnastics.** One hour.

138m—**Boxing.** One hour.

DIVISION OF HOME ECONOMICS

Bertha M. Fritzsche, Chairman

Miss Campbell, Miss Fritzsche, Mrs. Gill, Mrs. McEvilly, Mrs. Newman
Miss Owings, Miss Thompson, Miss Warren

The curricula in the Division of Home Economics are planned to place emphasis on the improvement of home and family living. This is accomplished not only through preparing students for homemaking but through preparing students for vocations which will further the improvement of home and family living. Curricula leading to the Bachelor of Science degree in Home Economics are: (1) the Home Economics Education Curriculum designed to prepare students for teaching homemaking in any of the schools in Mississippi or to participate in the Extension Service program, (2) the Institutional Management Curriculum designed to prepare students as school lunch managers, community nutritionists, food service directors, or as a prerequisite for hospital dietitians, (3) the General Home Economics Curriculum designed for homemaking or for Home Economists in equipment.

Those who select the Home Economics Education Curriculum may follow the plan for (a) Teaching Homemaking or (b) Home Economics Extension Service. Those who choose the Curriculum for Teaching Homemaking and complete the requirements will receive the vocational license to teach homemaking in the schools of Mississippi. Those who complete the curriculum for Home Economics Extension Service will meet the requirements for assistant home demonstration agents in Mississippi.

Those who select the General Home Economics Curriculum may follow the plan for (a) Home Economics in Equipment which prepares students for commercial work with the cooperatives or household equipment companies in Mississippi or (b) Homemaking which meets the needs for students who plan to go immediately into homes of their own. A curriculum for those wishing an A. B. degree in General Home Economics is planned with a major in Homemaking.

RECOMMENDED PLAN FOR HOME ECONOMICS MAJORS

First Year

	Fall	Winter	Spring
Home Economics 22—Introduction to Home Economics (Not required of junior transfers)	2		
Home Economics 37—Food Study	4 or	4	
English 25—English Composition	3		
English 28—Mechanics of Writing	1		
Library Science	1		
Social Studies History, American Government or Geography	4		
Physical Education	1	1	1
Home Economics 26—Textiles and Clothing	4 or	4	
Mathematics 21—College Arithmetic or *Mathematics 31—College Algebra		4	
English 26—English Composition		3	
History 29—Mississippi History		4	
Home Economics 38—The Individual and The Family (Not required of junior transfers)			4
Science 37—Biology			4
English 27—English Composition			3
Art 23—Beginning Design			4

*Mathematics 31 required as prerequisite of Chemistry.

Second Year

English 75—English Literature	4			
Economics 55—Principles of Economics or				
Sociology 63—Introduction to Sociology	4	or	4	
Psychology 65—Elementary Psychology	4			
*Elective	4			
Physical Education	1			
English 76—English Literature			4	
Economics 55—Principles or Economics or				
Sociology 63—Introduction to Sociology	4	or	4	
Health 79—Personal Hygiene			4	
*Elective			4	
Physical Education			1	
Speech 52—Fundamentals of Speech				4
Home Economics 85—Meal Planning and Table Service				4
**Elective				4
*Elective				4
Physical Education				1

*Requirements for those majoring in

Teaching Homemaking: Chemistry 25, 26, 27—Inorganic Chemistry

Home Economics Extension Service: Chemistry 25, 26, 27—Inorganic Chemistry

Institutional Management: Chemistry 25, 26, 27—Inorganic Chemistry
Home Economists in Equipment: Minor sequence

Homemaking

Leading to A.B. degree: Foreign Language Sequence

Leading to B.S. degree: Minor Sequence

**Elective

Free for all curricula excepting:

1. Home Economics Extension which requires Vegetable Gardening.
2. Home Economists in Equipment which requires a science elective.
3. A.B. degree in Homemaking which requires elective in Minor.

HOME ECONOMICS EDUCATION CURRICULA

a. Teaching Homemaking

Junior Year

Science 92—Organic Chemistry	4
Psychology 119—Educational Psychology	4
Home Economics 104—Art Related to Home and Dress	4
Home Economics 135—Nutrition	4
Science 136—Food Chemistry	4
Education 113—Principles of Teaching in High School	4
Home Economics 105—Housing and House Furnishings	4
Home Economics 115—Household Equipment	4
Education 162—Curriculum of the Secondary School	2
Education 163—Laboratory Problems in Curriculum Construction	2
Home Economics 180—Methods of Teaching Homemaking	4
Home Economics 151—Marriage Problems and the Family	4
Science 139—Bacteriology	4
	48

Senior Year

Home Economics 185a—Directed Observation	5
Home Economics 186a—Directed Teaching	5
Home Economics 200—Teaching Homemaking to Adults	5
Health 133—First Aid	2
Home Economics 138—Child Development	4
Home Economics 196—Household Economics	4
Home Economics 197—Practical Home Management	6
Health 134—Home Nursing	2
Education 169—Tests and Measurements	4
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 150—Family Clothing and Textiles	4
Elective	3
	48

b. Home Economics Extension Service

Junior Year

Psychology 119—Educational Psychology	4
Home Economics 104—Art Related to Home and Dress	4
Home Economics 135—Nutrition	4
Poultry	4
Education 113—Principles of Teaching in High School	4
Home Economics 105—Housing and House Furnishings	4
Home Economics 115—Household Equipment	4
Journalism	4
Home Economics 180—Methods of Teaching Homemaking	4
Home Economics 151—Marriage Problems and the Family	4
Science 139—Bacteriology	4
Education 162—Curriculum of the Secondary School	2
Education 163—Laboratory Problems in Curriculum Construction	2
	48

Senior Year

Home Economics 185b—Extension Education	5
Home Economics 186b—Extension Teaching and Observation	5
Home Economics 200—Teaching Homemaking to Adults	5
Health 133—First Aid	2
Health 134—Home Nursing	2
Home Economics 138—Child Development	4
Home Economics 196—Household Economics	4
Home Economics 197—Practical Home Management	6
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 150—Family Clothing and Textiles	4
Floraculture and Landscaping	4
Education 169—Tests and Measurements	4
	49

CURRICULA FOR GENERAL HOME ECONOMICS

a. For Home Economists in Equipment

Junior Year

Household Physics 137	4
Psychology 119—Educational Psychology	4
Home Economics 104—Art Related to Home and Dress	4
Home Economics 135—Nutrition	4
Education 113—Principles of Teaching in High School	4
Home Economics 105—Housing and House Furnishings	4
Home Economics 115—Household Equipment	4
Home Economics 151—Marriage Problems and the Family	4

Science 139—Bacteriology	4
Journalism and Radio	4
Minor Sequence	8
	48

Senior Year

Home Economics 200—Teaching Homemaking to Adults	5
Home Economics 185b—Extension Education	5
Home Economics 195—Field Work in Home Economics	5
Health 133—First Aid	2
Health 134—Home Nursing	2
Home Economics 138—Child Development	4
Home Economics 196—Household Economics	4
Home Economics 197—Practical Home Management	6
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 150—Family Clothing and Textiles	4
Commerce 160—Office Management	4
Minor	3
	48

b. Homemaking

Bachelor of Science Degree

Junior Year

Minor Sequence	12
Science Elective	8
Home Economics 104—Art Related to Home and Dress	4
Home Economics 105—Housing and House Furnishings	4
Home Economics 135—Nutrition	4
Home Economics 115—Household Equipment	4
Home Economics 151—Marriage Problems and the Family	4
Psychology 119—Educational Psychology	4
Science 139—Bacteriology	4
	48

Senior Year

Minor	4
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 138—Child Development	4
Home Economics 150—Family Clothing and Textiles	4
Home Economics 220—Advanced Child Development	4
Home Economics 196—Household Economics	4
Home Economics 197—Practical Home Management	6
Home Economics 142—Experimental Foods	4
Health 133—First Aid	2
Health 134—Home Nursing	2
Electives	10
	48

c. Homemaking

Bachelor of Arts Degree

Junior Year

Foreign Language Sequence	12
Science Elective	8
Home Economics 104—Art Related to Home and Dress	4
Home Economics 105—Housing and House Furnishings	4
Home Economics 135—Nutrition	4
Home Economics 115—Household Equipment	4
Home Economics 151—Marriage Problems and the Family	4

Psychology 119—Educational Psychology	4
Science 139—Bacteriology	4
	48

Senior Year

Foreign Language Sequence	12
Minor	4
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 138—Child Development	4
Home Economics 220—Advanced Child Development	4
Home Economics 150—Family Clothing and Textiles	4
Home Economics 196—Household Economics	4
Home Economics 197—Practical Home Management	6
Home Economics 142—Experimental Foods	4
Health 133—First Aid	2
Health 134—Home Nursing	2
	50

CURRICULUM FOR INSTITUTIONAL MANAGEMENT

Junior Year

Science 136—Food Chemistry	4
Psychology	4
Home Economics 135—Nutrition	4
Home Economics 115—Household Equipment	4
Home Economics 151—Marriage Problems and the Family	4
Science 139—Bacteriology	4
Health 133—First Aid	2
Health 134—Home Nursing	2
Home Economics 104—Art Related to Home and Dress	4
Biology 129—Physiology	4
Home Economics 142—Experimental Foods	4
Home Economics 105—Housing and House Furnishings	4
Elective	4
	48

Senior Year

Home Economics 196—Household Economics	4
Home Economics 197—Practical Home Management	6
Home Economics 144—The School Lunch	4
Home Economics 178—Advanced Nutrition	4
Home Economics 192—Quantity Cookery	6
Home Economics 194—Institutional Management	6
Home Economics 176—Diet in Disease	4
Electives	14
	48

CHILD DEVELOPMENT AND THE FAMILY

39—**The Individual and the Family.** Four hours.

Three one-hour recitations and two laboratory hours weekly.

This course is designed to develop a better understanding of family life as it is related to the individual. Problems common to boy-girl relationships, insight into aspects of personal and social development, factors that contribute to happy and successful families, and a study of the development of the pre-school child with opportunities for directed observation in the nursery school will be provided.

This course will be taught jointly by two of the Home Economics staff,

one of whom will be the director of the nursery school. It is not a required course for junior transfer students.

151—**Marriage Problems and the Family.** Four hours.

This course is designed to give the student a better understanding of the factors that contribute to success and happiness in marriage. Preparation for marriage, marriage adjustment, family functions and situations, and factors making for successful family living are emphasized.

This course is the same as Health 151 and Sociology 151.

138—**Child Development.** Four hours.

Three one-hour recitations and five hours of observation and participation in the nursery school weekly.

This course is designed to create interest in pre-school children and to develop an understanding of the developments and behavior patterns of pre-school children; problems involved in guiding children towards happy, successful adulthood.

220—**Advanced Child Development.** Four hours.

Prerequisite: H. E. 138.

Two one-hour recitations weekly plus six hours of participation in the nursery school.

This course is for students interested in further study of pre-school children and in developing techniques and accepting full responsibilities in the daily activities of the nursery school.

CLOTHING, TEXTILES AND RELATED ART

26—**Textiles and Clothing.** Four hours.

Two one-hour recitations and two two-hour laboratory periods a week.

The purpose of this course is to enable the student to select intelligently those textiles most commonly used and to enable the student to plan, select, construct, and care for her wardrobe. This involves a study of (1) garments suited to income, occasion and individual (2) planning and making garments of cotton, rayon, or linen, (3) care of garments, (4) the use and care of the sewing equipment, (5) the selection and use of commercial patterns, and (6) the proper accessories.

50—**Textiles and Clothing.** Four hours.

Prerequisite: H. E. 26 or its equivalent.

Two one-hour periods and two two-hour laboratory periods weekly.

A study of the characteristics, uses, and costs of standard material: simple tests for identifying fibers. Individual problems are chosen with emphasis on selection of suitable material; fitting and construction problems involved. Tailored garments of wool and wool substitutes are given major consideration. Remodeling and mending of garments are encouraged.

104—**Art Related to the Home and Dress.** Four hours.

Prerequisite: Art 23.

Three one-hour periods and one two-hour period per week.

The purpose of this course is to develop an understanding of the application of the principles of design in clothing, clothing accessories, exterior and interior of houses. Opportunity is furnished for practical solutions of personal and home design problems.

105—**Housing and House Furnishings.** Four hours.

Prerequisite: H. E. 104.

Three one-hour periods and one two-hour period a week.

The purpose of this course is to study the economic and sociological problems in housing and house furnishings; house plans in relation to their influence on family life; trends in heating, plumbing and lighting the house; selection and arrangement of house furnishings.

125—**Advanced Clothing and Consumer Problems.** Four hours.

Two one-hour periods and two two-hour periods per week.
Prerequisite: H. E. 26 or 50; H. E. 104.

Selected topics dealing with development in the clothing field; problems of the household buyer resulting from the introduction of new textile fibers and fabrics; new manufacturing processes and their relation to proposed standards of legislation for consumer protection; advanced work involving designing, construction, fitting, tailoring, and procedures essential to independent work are included.

150—**Family Clothing and Textiles.** Four hours.

Prerequisite: H. E. 26 or 50; H. E. 104.

Two one-hour periods and two two-hour periods a week.

This course deals with planning the wardrobe within different income levels; renovating, remodeling old garments and construction of new garments for all members of the family; the designing and construction of a child's self-help garment. Special emphasis is placed on economic problems with which families are faced in meeting their clothing needs.

FOODS AND NUTRITION

37—**Food Study.** Four hours.

Two theory and two laboratory periods weekly.
A short study of the body's need for food and the application of this study in the planning, preparation and serving of simple meals in family groups.

85—**Meal Planning and Table Service.** Four hours.

Prerequisite: H. E. 37.
Two theory and two laboratory periods weekly.

A continuation of Food Study 37 with emphasis on more advanced meal planning, preparation and service. Scientific principles of cookery are emphasized.

142—**Experimental Foods.** Four hours.

Prerequisite: H. E. 85.
Two theory periods and two double periods.

Elementary research to determine factors affecting standard products. Experimentation in preparation, ingredients, methods of cooking, temperature and utensils used.

144—**The School Lunch.** Four hours.

Prerequisite: H. E. 85.
One theory period and three double periods weekly.

Actual experience in menu planning and large quantity food preparation for a school lunch room; food buying and serving. A study of equipment and organization for school lunch rooms.

192—**Quantity Cookery.** Six hours.

Prerequisite: H. E. 85.

Two theory and three double laboratory periods weekly.
Designed to give the student experience in preparation and serving of large quantities of food through the use of quantity equipment.

194—**Institutional Management.** Six hours.

Prerequisite: H. E. 192.
One theory period and three double periods weekly.
Practical experience through in-service training in institutional meal planning and table service, in institutional food buying, in use of institutional equipment and in institutional record keeping.

123—**Elementary Course in Nutrition.** Two hours.
This course is planned for students other than home economics majors, to instruct them in the nutritional needs of the body and the selection of food to meet these needs. Such laboratory work as the instructor deems necessary will be included.

135—**Nutrition.** Four hours.
Prerequisite: H. E. 85.
Two theory and two laboratory periods weekly.
An intensive study of the body's needs for food. Includes chemistry of digestion; care of the digestive system; energy, protein, mineral and vitamin requirements of the body during childhood, adolescence, adult life and old age with the simplest ways of meeting these requirements.

176—**Diet in Disease.** Four hours.
Prerequisite: H. E. 135.
A study of diseases which are influenced by diet and the dietetic treatment of these diseases.

178—**Advanced Nutrition.** Four hours.
Prerequisite: H. E. 135.
Four one-hour periods weekly.
Required for institutional management majors. A study of current literature to determine the newer findings in the nutritional field. Each student will be required to carry on experiments for the purpose of observing the effects of malnutrition.

HOME ECONOMICS EDUCATION

22—**Introduction to Home Economics.** Two hours.
The purpose of this course is to introduce those majoring in Home Economics to it as a field of study. It will include some understanding of the value of Home Economics both as to its contribution to personal living and as to its vocational opportunities. Help will be given on some problems related to Home Economics with which the college freshman is encountered.

146—**Teaching Food and Nutrition in the Elementary Grades.** Four hours.
Three one-hour theory and one two-hour laboratory periods.
This course is planned to give those preparing to teach in the elementary grades some understanding of materials and methods for teaching nutrition. Help will be given in recognizing evidences of good nutrition in children. The use in teaching elementary school children of practical problems in food production, establishing desirable habits of food preparation and eating will be included. The part the school lunch room plays in an educational program will be considered.

180—**The Teaching of Homemaking.** Four hours.
Prerequisite: Junior standing in Home Economics.
A study of the place of homemaking in the whole school program. Special emphasis is given to objectives, class and home experiences, organization of teaching plans and materials, and evaluation for the junior and senior high school homemaking program. Consideration is given to the teacher's part in the school lunch program. F. H. A. Club work, and other school or community activities.

185a-186a—**Student Teaching and Observation (Participation in Homemaking).** Ten hours.
Prerequisite: H. E. 180.
Opportunities are provided for observation of homemaking in the elementary school program, and in junior and senior high school homemaking classes.
Student teaching opportunities are provided in the Demonstration

School on the campus, and in a few of the other schools in the state where there is a strong homemaking program. For off-campus teaching, students reside in the community during their six weeks period of teaching. Planned participation in the school lunch room program, P. T. A. meetings, chapel programs, and other regular school or curricula activities are part of the total student teaching experiences.

185b—**Extension Education.** Five hours.

Opportunities will be provided to work with state extension specialists and with the district extension leader to become acquainted with special methods in extension work. Assistance with the organization of experiences will be given by a college supervisor.

186b—**Extension Teaching and Observation.** Five hours.

Prerequisite: H. E. 180.

Educational experiences in extension service program will be provided. For a six weeks period, or the equivalent, students will reside in a town where a home demonstration agent is located and participate or observe all the professional activities which she carries on. Supervision of the work will be provided cooperatively through a representative of the College Home Economics Department and the District Agent for Extension Service in Home Economics.

195—**Field Work in Home Economics.** Five hours.

This field work is planned for Home Economists in Equipment. Educational experiences will be provided to acquaint students with the responsibilities of a home economist in the cooperatives or with other power companies in the state. For a six weeks period, or the equivalent, students will work directly with a home economist. Supervision of the work will be provided cooperatively through a representative of the College Home Economics Department and a district home economist in equipment.

200—**Teaching Homemaking to Adults.** Five hours.

Prerequisite: H. E. 180.

A study of the adult homemaking program with experiences which will help to effectively participate in it.

THE HOUSE AND HOME MANAGEMENT

115—**Household Appliances.** Four hours.

Prerequisite: H. E. 85.

Two theory and two laboratory periods weekly.

A study of the selection, operation, care and arrangement of appliances in the home. Minor repairs are emphasized.

196—**Household Economics.** Four hours.

Problems of homemaking relating to the wise use of time, energy, money and resources of the home. Consumer problems of the homemaker are considered with ways of better meeting these problems.

197—**Practical Home Management.** Six hours.

Prerequisite: H. E. 135, H. E. 196.

The aim of this course is to apply the principles of homemaking through actual participation in responsibilities and activities of the home. Students live in the home management house for one quarter and assume the care of the home, meal planning, preparation and serving for a family group, care of a baby, and social responsibilities of the home.

A desired outcome of this group life is that the student may have acquired habits of efficient homemaking and ability to maintain worthy family relationships.

DIVISION OF LANGUAGE AND LITERATURE

Wilbur W. Stout, Chairman

Several departments, with a common interest in the communication of thought for the transfer of values, are grouped together in the Division of Language and Literature. In all of these departments the work is largely reading, writing, and speaking. These three skills are mutual and inseparable. The improvement of one shows a gain in all.

ENGLISH

Mr. Buechel, Mrs. Gough, Mrs. Hawkins, Miss Hickman, Mrs. Jenkins
Miss Olsen, Mr. Palmer, Dr. Stout, Miss Thomae, Miss Webb

Recommended Program for

B.S. with Major and Teaching Field in English

This is the program recommended for students who plan to teach in high school or work for the master's degree in English.

	Hours
Core	22
English 80 (sophomore elective)	4
Tutorials (or equivalent)	20
To support the major in English literature:	
Geography 138, 160	8
History 174 (or 110), 175, 176	12

Recommended Program for

A.B. with Major in English

This is the program recommended for students majoring in foreign language who wish to extend English into a second major field.

	Hours
Core	22
English 80 (sophomore elective)	4
Tutorials (or equivalent)	16

Recommended Program for

M.A. in Education with English as a Minor Field

One sequence of 12 hours will satisfy the requirement for a minor in English on the graduate level. If the student has a reading knowledge of either French or German, he may be allowed to take a second minor sequence in English philology.

	Hours
Literary Criticism 560, 562, 564	12
English Philology 580, 582, 584	12

It is expected that all graduate students in English will choose Plan I, which includes the writing of a thesis.

Courses of Instruction

25—Oral and Written Composition. Three hours.
To develop alertness in the student, many surprise topics for themes and speeches are used until the student is no longer afraid of being taken by surprise. Provocative topics are used to eliminate dull and perfunctory treatment, and to cultivate animation and sincerity. The study of English grammar (credited as English 28) is an integral part of this introductory course.

26—Creative Writing. Three hours.
To develop ease and fluency in the use of written and spoken English,

many unusual topics are given to stimulate the imagination. Gradually the student is encouraged to drop his ponderous style, his self-consciousness and overseriousness, and his rigid notions about a single standard of correctness.

27-28—**Formal Writing.** Three or four hours.

To develop precision in workmanship, opportunities are given for learning to write the research paper, the business letter, the prepared speech, and occasionally the short story.

To insure knowledge of the amenities of Standard English, drill is given one hour a week in the mechanics of writing. Students who have already passed the departmental achievement test will be excused from the Monday class. Retarded students may find it impossible to complete the third quarter of the freshman work and gain admission to sophomore courses.

62—**Business English.** Four hours.

A course for secretaries. (Use of typewriter is required.)

Literature in English and Translation

75—**Introduction to Classicism.** Four hours.

Studies in caprice and restraint. The interpretation of statuesque forms and figures in literature, art, and music. Attention to the eloquence of finished form.

76—**Introduction to Romanticism.** Four hours.

Studies in self-indulgence and manifest destiny. The preoccupation with deep space in political, economic and spiritual areas.

77—**Introduction to Realism.** Four hours.

Readings from authors who have tried to report life impartially, without the intrusion of their own wishes and fears.

78—**Introduction to Poetry.** Four hours.

A course in the reading and writing of poetry. (Permission to register must be secured from the instructor.)

79—**Introduction to Dramatic Literature.** Four hours.

Readings in the literature of the theatre.

80—**Introduction to American Literature.** Four hours.

Studies in American literature of the period since 1860. (A student may substitute this course for either English 75 or 76 by permission of his major professor.)

110—**Great American Writers.** Four hours.

(This course is occasionally offered on a tutorial basis to students whose average in English 80 was B or better.)

123—**Shakespearean Comedy.** Four hours.

(This course may be accepted by the Speech Department on a theatre major.)

124—**Shakespearean Tragedy.** Four hours.

(This course may be accepted by the Speech Department on a theatre major.)

125—**Seminar in Poetry.** Four hours.

An advanced course for students who have had English 78 and wish to continue a serious study of poetry.

126—**Victorian Literature.** Four hours.

131-132-133—**Pre-Renaissance Tutorial.** Four hours each quarter.

The tutorial courses, for which all English majors are expected to register as soon as they are able to classify as juniors, provide opportunity for independent reading. The reading may be in many fields of thought besides literature, provided it throws light on a continuity of thought the student is trying to develop.

The first quarter is a study of epic and romance.

The second quarter is an introduction to mediaevalism.

The third quarter moves into the early Renaissance and the Protestant Reformation.

134-135-136—**Post-Renaissance Tutorial.** Four hours each quarter.

The first quarter is an approach to Puritanism in the literature of England and New England.

The second quarter is a study of neoclassicism. Development of the critical spirit, with ideas of taste, polish, good sense, and reason. Codes of morality and correctness. Trust in rules and patterns and standards. Cultivation of urbanity. Relations of England, France, and America in the 18th century.

The third quarter cuts across geographical lines to interpret revolutionary naturalism from the emergence of Rousseau (1794) to the death of Hegel (1831).

141—**Teaching of English in Junior and Senior High Schools.** Four hours.

Required of English majors under the B.S. program. It should be taken in the third quarter of the junior year, or in the summer before the senior year.

146—**Literature of the Bible.** Four hours.

(With the approval of a student's major professor, this course may be taken as an English elective.

Graduate Courses

560-562-564—**Tutorial in Literary Criticism.** Four hours each quarter.

This basic course is required of all graduate students who wish to work in literature as a minor field. It is a study of literary and artistic values and their relation to articulate theory or to an unconscious bent of the mind.

The first quarter is largely Greek.

The second quarter is Romanesque, Romance, and Romantic.

The third quarter is German, French, and Russian.

580-581-582—**Tutorial in English and Germanic Philology.** Four hours. each quarter.

For this course a reading knowledge of French or German, or preferably both, is a prerequisite.

The first quarter takes up the grammar and vocabulary of Middle English.

The second quarter is a review of historical grammar.

The third quarter is a linguistic comparison between forms and dialects of Modern English.

JOURNALISM

Miss Cogdell Mr. Darby

56-a-b-c—**News Gathering and News Writing.** Four hours each quarter.

Study of techniques of gathering and writing news. Instruction and

practice in interviewing and writing; discussions of news sources, news values and types of news stories. Students gather data and write various types of stories. Students must work on the Student Printz, and part of the final grade is based upon actual news work done.

57-a-b-c—**History of Journalism.** Two hours each quarter.

A survey of the development of journalism, and of the political, economic and social forces contributing to that development. A study of newspaper traditions and the struggle for freedom of the press. A review of the lives of eminent American journalists and the history of America's great newspapers.

137-a-b-c—**News Editing.** Two hours each quarter.

Instruction in copyreading, headline writing and newspaper make-up.

138—**Writing Brief Fiction.** Four hours.

This is a course in creative writing for advanced students with emphasis on the technique of the short story. The student will prepare an initial list of a hundred items from his observation on (1) distinctive characters (2) unique trains of circumstances (3) themes which become an obsession, and (4) places that are dominated by a certain feeling, mood or atmosphere. The instructor will check the list and call for notes on all items which look promising and slanting toward definite markets will begin. Preference will be given to topics that show adequate resources of sincerity, information, insight, and timeliness. Two or three stories will be carried through from start to finish.

Prerequisite: A grade of B or better on elementary composition.

148—**Writing Magazine Articles.** Four hours.

This is a course for advanced writers who wish critical guidance in preparing articles for publication. Early in the course the student furnishes an extensive list of topics which seem to merit development into magazine articles. The topics which appear to have market value will be checked, and the student will be invited to show the richness of his information. On the basis of notes submitted, the instructor will help to slant material toward the needs of definite publications. Out of a dozen better-than-average possibilities, two or three articles should be worth finishing. Since topics may grow stale quickly or may be exploited by other writers, some promptness is desired in carrying chosen ideas through from start to finish.

Prerequisite: A grade of B or better on elementary composition.

150-a-b-c—**Advanced Reporting.** Two hours each quarter.

More advanced reporting problems, both in news gathering and news writing. The writing of feature and interpretative articles. Part of the course is devoted to newspaper rights and privileges, the law of libel and legal aspects of the freedom of the press.

Prerequisite: Journalism 56-a-b-c.

156—**Supervision of High School Publications.** Four hours.

For students who intend to teach high school English and who will probably be faculty advisers of the school publications. Publications considered are mimeographed and printed newspapers and the yearbook. The editorial content, staff organization, editing, typography, makeup, and business management of these publications are emphasized.

178-a-b-c—**Feature Writing.** Two hours each quarter.

Procedure in gathering material for feature stories, especially newspaper articles; analysis of reader appeal; study of structure of the feature story; development of feature style by practice in writing features; study of selling procedure.

LIBRARY SCIENCE

Mrs. Duncan Mrs. Magee Miss Roberts

Students majoring in Library Science may register for either the B.A. degree or the B.S. degree. In either case the student must meet the general requirements for the degree chosen. School librarians are considered teachers and must meet the requirements for certification by the State Department of Education. Students planning to become librarians should have a broad, general education resulting in acquaintance with at least the elements of the major fields of knowledge. Preparation should comprise academic rather than professional courses, and emphasis should be placed on literature and the social sciences. A reading knowledge of foreign language is considered essential for certain types of library work such as cataloging, reference, and bibliography. This is especially strongly recommended for students who expect to meet entrance requirements for graduate library schools. A knowledge of one or more foreign languages should be attained before the close of the junior year. Since much of the work is done on the typewriter, a knowledge of typing will be decidedly advantageous.

A major in Library Science consists of forty-five quarter hours and prepares one as a librarian in a school of 300 or above.

A minor in Library Science consists of thirty hours in the following courses: Library Science 101, 103, 111, 115-116, 118, 127, and Education 117. This qualifies students to become teacher-librarians in school under 300 enrollment.

Suggested Curriculum Leading to BACHELOR OF SCIENCE DEGREE with A Major in Library Science

Freshman Year

	Hours
Library Science 29	1
English 25, 26, 27, 28	10
Social Science (including History 29)	8
Science 22, 23, 24	12
Mathematics 21	4
Physical Education	3
Electives	10
	48

Sophomore Year

English 55, 75, 76	12
Psychology 65	4
Science or Mathematics	4
Health 79	4
Social Science	10
Physical Education	3
Electives	11
	48

Junior Year

Library Science 101	4
Library Science 103	4
Education 117	4
Health or Physical Education	3
Minor	20
Electives	13
	48

Senior Year

Library Science 111	2
Library Science 115	4
Library Science 116	4
Library Science 118	4
Library Science 119	2
Library Science 127	4
Library Science 128	4
Library Science 132-135	8
Health or Physical Education	3
Minor	8
Electives	5
	48

Recommended Courses:
History 27, 28, 110, 174, Sociology 63, Art 21, 23, 25 Education 116, Psychology 119.

29—**How to Use the Library.** One hour.

This course is planned to give the student a working knowledge of some of the resources of the library through problems involving the use of the most important reference tools.

Required of all students entering in their freshman year.

101—**Book Selection.** Four hours.

A study of library materials as to principles and methods of selection and evaluation with emphasis on the reading of many books and the examination of all types of printed and audi-visual materials; the use of standard selection aids; building and maintaining the library collection.

103—**Books and Related Materials for Young People.** Four hours. (Formerly 125).

Study of the reading interests of the adolescent with criteria for selecting books for the high school age. Library Science 101 a prerequisite or may be taken concurrently.

111—**School Library Service.** Two hours.

Place and function of the library in the school. Designed for librarians in training to develop the understandings, attitudes and information necessary for leadership in a program of library service that will contribute to the realization of educational objectives, with emphasis on activities, duties, responsibilities and opportunities of work.

Required on all library programs.

115-116—**Organization and Administration of School Libraries.** Four hours each course.

The technical processes involved in organizing a library: Circulation, simple classification and cataloguing; care of collections; mechanical preparation of books; maintenance of library materials. Library quarters and equipment; finances; the acquisition of books and other non-book materials.

117—**Children's Literature.** Four hours.
See Department of Education.

188—**Practice Work.** Four hours.

Experience in various phases of library work. Laboratory work stressing high school techniques. Two hours' classwork with eight hours' practice work. Required of all students majoring or minoring in Library Science.
Prerequisite or parallel: Library Science 115-116.

119—**Practice Work.** Two hours.
Continuation of 118, including a field project.

127—**School Library Reference Materials.** Four hours.

The study and evaluation of basic reference materials for school library use.

Required for the 27-hour program and above.

128—**Advanced Reference and Bibliography.** Four hours.

Study of the more specialized reference materials. Includes bibliographic and government materials. Lectures and problems.

Prerequisite: Library Science 127. Not required on 27-hour program.

132-135—**Classification and Cataloging.** Four hours each course.

Study of the Dewey Decimal classification and the principles of cataloging. Practice in classifying and cataloging books and other library materials.

Registration limited to students taking the 36-hour program or above. Proficiency in typing required.

GERMAN

Dr. Shands Miss Thomae

35-36-37—**First Year German.** Four hours each quarter.

The aim of this course is to acquaint the students with the rudiments of the German language, with the emphasis primarily on fitting them to read it understandingly.

85-86-87—**Second-Year German.** Four hours each quarter.

The aim of this course is to continue the work of the first year, with a gradually increasing emphasis on the active phases of conversation and composition. About five hundred pages of nineteenth century prose will be read.

95—**Conversational German.** Four hours.

FRENCH

Miss H. Jackson

25-26-27—**First Year French.** Four hours each quarter.

The aim of this course is to give the student a reading knowledge of French of moderate difficulty, an intelligible pronunciation, and an understanding of spoken French within the vocabulary range of the class. The emphasis of the course is on the essentials of French grammar, vocabulary, and pronunciation, the the subject matter of the reading material selected will give the student information concerning French life, culture, and civilization.

75-76-77—**Second Year French.** Four hours each quarter.

The aim of this course is to continue the work of the first year with an increasing emphasis on conversation, composition, and translation. The course will consist of a grammar review with a special study of idioms and verbs, class conversation and the reading of selections from classic and modern French writers and from current French periodicals.

145-146-147—**Third Year French.** Four hours each quarter.

The purpose of this course is to acquaint the student with some of the outstanding contributions of France to world culture and civilization. A survey of French civilization, past and present, as revealed by a study of French history, art and literature, is followed by the reading of representative masterpieces from several periods of French literature. In addition to selections studied in class, written reports on collateral readings are required.

151-152-153—**French Literature Tutorial.** Four hours each quarter.

This course is a study of French life and thought as they are presented

in French drama from 1827 up to the present date. The outline of the course follows the conventional classification of literary style and trends, but the primary emphasis is on the social background which caused the literary trend and on the social significance of the dramas, class discussions and written reports on specific and general topics will be required.

151—**Romanticism and Realism in Nineteenth Century French Drama.**

152—**Naturalism and Symbolism in French Drama.**

153—**Pre-War and Post-War Drama in France.**

Prerequisite: Three years of college French or its equivalent.

121—**The Teaching of Modern Language in the High School.** Four hours.

By means of lectures, reports and discussions of concrete questions and problems confronting the teacher in classroom work, an appraisal is made of the objectives, contents and organization of courses. The various theories of methods of teaching are studied. Present trends in text-books and materials, uses of audio-visual aids and devices, sources and value of realia and outstanding reading, language club activities and other points will also be treated.

Prerequisite: At least two years of the language to be taught and preferably three years.

GREEK

Dr. Vinnedge

41-42-43—**First Year Greek.** Four hours each quarter.

The aim of this course is to give the student an understanding of the basic grammar and vocabulary of Hellenistic Greek and to enable him to read simple texts.

(It should be noted that twelve hours of credit toward a minor in Religious Educaton may be earned by passing this course.)

SPANISH

Miss H. Jackson Mr. Nydegger

31-32-33—**First Year Spanish.** Four hours each quarter.

The aim of this course is to give the student a reading knowledge of Spanish of moderate difficulty, an intelligible pronunciation, and an understanding of spoken Spanish within the vocabulary range of the class. The emphasis of the course is on the essentials of Spanish grammar, vocabulary, and pronunciation; and the subject matter of the reading material selected will give the student information concerning the life, culture, and civilization of Spain and other Spanish speaking countries.

81-82-83—**Second Year Spanish.** Four hours each quarter.

The aim of this course is to continue the work of the first year with an increasing emphasis on conversation, composition, and translation. The course will consist of a grammar review with a special study of idioms and verbs, class conversation, and the reading of selections from classic and modern Spanish writers and from current Spanish periodicals.

91—**Conversational Spanish.** Four hours.

148-149-150—**Third Year Spanish.** Four hours each quarter.

The work of this course will be divided into three parts: (a) review of grammar and composition; (b) survey of the field of Spanish literature; (c) reading of the most outstanding masterpieces of the several periods of Spanish literature. The aim of the course will be to fit students who have taken the first and second years of Spanish to teach in the high schools of the state.

160-161-162—**Tutorial in Spanish Literature.** Four hours each quarter. Prerequisite: Spanish 148-150 or equivalent.

Intended for Spanish majors and those interested in the literature of Spain and Spanish America. Individual effort is stressed with each student required to read and report upon various authors.

160—Tutorial in Golden Age of Spanish Literature. The works of Cervantes, Lope de Vega and others of the Golden Age are read and discussed.

161—Tutorial in Modern Spanish (Novel, Drama and Short Story). The works of the more recent Spanish authors and critics are studied and the style of the various writers discussed.

162—Tutorial in Latin American Literature. The writings of the more famous and better known Latin American authors are read and compared. The trend and tendencies of Spanish American Literature is brought out through medium of conferences and papers.

ORIENTATION COURSE

The Institute of Latin American Studies, in cooperation with the International House of New Orleans and the United States Department of State, conducts annually a series of Orientation Courses for Latin American Business and Professional people. Annually, from forty to fifty business and professional people, representing such professions as, Doctors, Lawyers, Engineers, Exporters, Army and Navy Officers, Secretaries, School Teachers, and Students, come to Mississippi Southern College to take an eight weeks Orientation Course in the English language and in the history and geography, manners and customs of the United States.

During their stay, the students are taken on educational tours to various places of historic and scenic interest and to the Gulf Coast and neighboring states. Trips are taken to such places as Mobile, in order to visit beautiful Bellingrath Gardens; Jackson, the capital of the State, in order to meet the Governor and visit the Executive Mansion and Capitol Building; Vicksburg and Natchez, on the Mississippi River; and to New Orleans, where they are guests of the City of New Orleans, the Dock Board, and the International House.

In addition, various business firms in the state arrange trips through their factories and manufacturing establishments.

The course is a part of the Good Neighbor Policy of the State Department of the United States and has, as its principal aim, the fostering of better international relationships and understanding between the Americas. It offers also an opportunity to the College students of Spanish to study in a Spanish atmosphere on their own campus as the Latin American students act as classroom assistants and coaches in the language classes to teach conversation and pronunciation.

English L-25—**English Composition.** Four hours. No credit.

A course for Latin-Americans who are beginning the study of written and spoken English. Writing of letters, both formal and informal. Simple conversations and brief speeches. Reading of newspapers and magazines. Voice recordings.

Speech L-52. **Fundamentals of Speech.** Four hours. No credit.

A course in oral English for Latin-American. Attention to the phonetics of English, the correct pronunciation of English words, and the cadences of idiomatic English. Voice recordings.

English L-80. **American Literature and Culture.** Four hours. No credit.

A reading course for Latin Americans who are learning to read the books and periodicals of North America. Lectures on the interpretation of present-day themes and viewpoints. Music is included.

History L-29—**Mississippi History.** Four hours. No credit.

An introduction to Mississippi for Latin American students. Lectures on landmarks and their association. Visits to places of historical interest, natural beauty, industrial importance, and political significance.

DIVISION OF PHYSICAL SCIENCES AND MATHEMATICS

O. V. Austin, Chairman

CHEMISTRY

Mr. Austin Mr. Benham Mr. Hurst Dr. Lane

For those students who have not had high school chemistry or who are taking chemistry for its cultural value and do not intend to major in chemistry, Chemistry 24 and some other science, preferably a laboratory science, are recommended.

For those who have had a year of chemistry, other sciences, preferably a laboratory science, are recommended for meeting the science requirement.

study in this field, the table on Page 140 is given to guide in the proper selection of courses. Since these courses vary according to the major field of tion of courses. Since these courses vary according to the major field of interest of the student, each student should consult his major professor or adviser in their selection.

24—**Survey of Chemistry.** Four hours.

Four theory periods per week.

A brief survey of the fundamental principles and processes of chemistry.

25—**Inorganic Chemistry.** Four hours.

Three theory and one double period per week.

A course in general inorganic chemistry. A study of the fundamental principles. A comparative study of the more common chemical elements and compounds together with the fundamental laws and theories concerning their combinations.

26—**Inorganic Chemistry.** Four hours.

Three theory and one double period per week.

A continuation of Course 25.

27—**Inorganic Chemistry.** Four hours.

Three theory and one double period per week.

A continuation of Course 26.

Prerequisite: Chemistry 26.

75—**Analytical Chemistry—Inorganic Qualitative Analysis.** Four hours.

One theory and three double periods per week.

A course intended to give the student a knowledge of the methods used in qualitative analysis. A study of the reactions, methods of separation and identification of the common metals and acids.

Prerequisite: Chemistry 27.

76—**Analytical Chemistry—Qualitative Analysis and Quantitative Analysis.** Four hours.

One theory and three double periods per week.

Qaulitative Analysis completed and Quantitative Analysis begun. The quantitative work is designed to give an understanding of the technique necessary in making quantity determinations.

Prerequisite: Chemistry 75

77—**Analytical Chemistry—Quantitative Analysis.** Four hours.

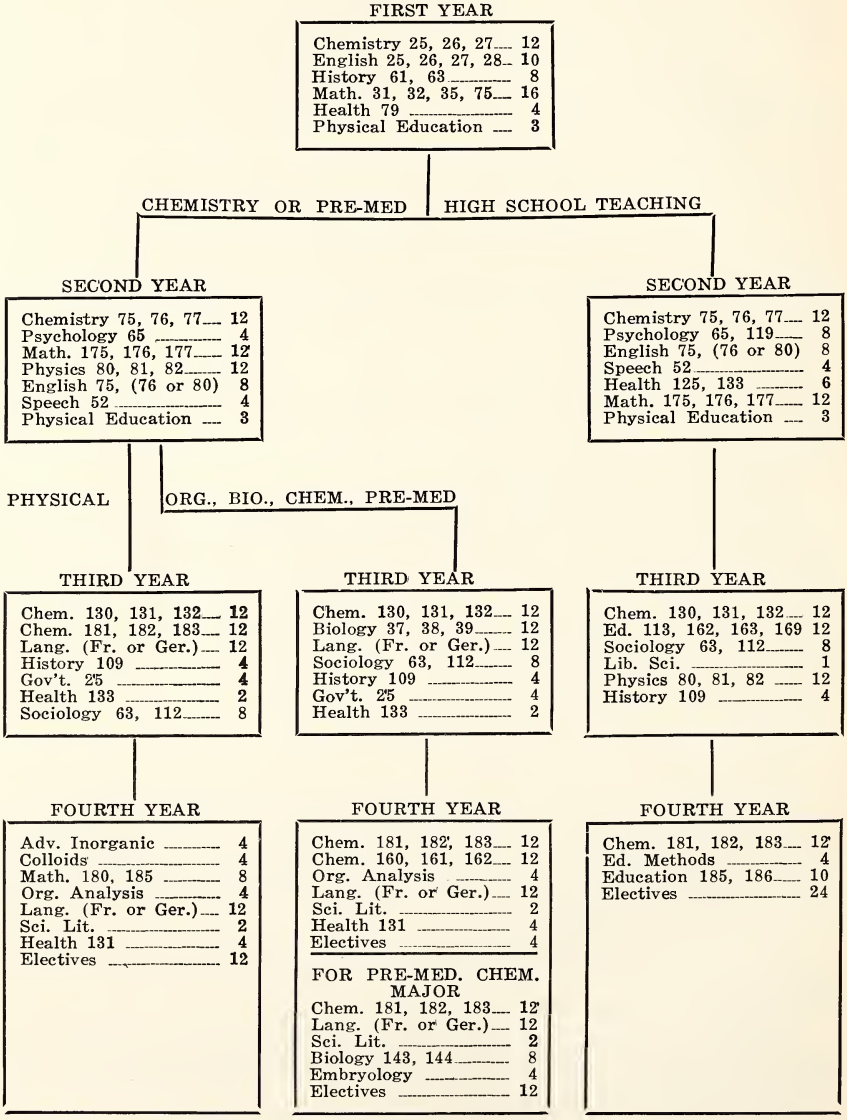
One theory and three double periods per week.

The quantitative work is completed. Typical gravimetric and volumetric determinations are studeid with an introduction to instrumental analysis.

Prerequisite: Chemistry 76.

CHEMISTRY CURRICULUM

Suggested Program for Chemistry Majors, Pre-Dental and Pre-Medical with Chemistry Major



92—Organic Chemistry. Four hours.

Two theory and two double periods per week.

This is a short course in organic chemistry designed for students majoring in home economics. Both aliphatic and aromatic hydrocarbons are studied, and the application of organic chemistry to the home is emphasized.

Prerequisite: Chemistry 27.

130—**Organic Chemistry.** Four hours.

Two theory and two double periods per week.

This course is intended to give the student a knowledge of the fundamental principles of the compounds of carbon. Reactions of the aliphatic hydrocarbons, with their derivatives, their nomenclature, classification, relationships and general applications, are studied.

Prerequisite: Chemistry 27.

131—**Organic Chemistry.** Four hours.

A continuation of Course 130 finishing the study of the aliphatic hydrocarbons and taking up the study of the aromatic hydrocarbons.

Prerequisite: Chemistry 130.

132—**Organic Chemistry.** Four hours.

Two theory and two double periods per week.

A continuation of Course 131 completing the study of the aromatic hydrocarbons.

Prerequisite: Chemistry 131.

136—**Food Chemistry.** Four hours.

Three theory and one double period per week.

This is a brief course in the study of the composition and properties of foods: proteins, carbohydrates, fats, salts, etc.

Prerequisite: Chemistry 92.

160—**Biochemistry.** Four hours.

Two theory periods and two double periods for laboratory each week.

A course designed to give the student knowledge of the chemical processes involved in the human body. The chemistry of carbohydrates, proteins, and lipids, including the digestion and metabolism of each, is considered. The chemistry of the vital processes such as respiration and detoxication are also given attention. The remainder of the time is devoted to the study of the chemical composition and analysis of urine and blood.

Prerequisite: Chemistry 130-131-132.

161—**Biochemistry.** Four hours.

Two theory periods and two double periods for laboratory each week.

A continuation of Chemistry 160.

162—**Biochemistry.** Four hours.

Two theory periods and two double periods for laboratory each week.

A continuation of Chemistry 161, largely, the study of blood and of urine.

Prerequisite: Chemistry 161.

181—**Physical Chemistry.** Four hours.

Three theory periods and one-double period for laboratory each week.

The mathematical treatment of the laws governing chemical and physical changes is stressed. The topics considered are: the three states of matter, first and second laws of thermodynamics, thermochemistry, molecular properties and constitution, solutions, homogeneous and heterogeneous equilibria, kinetics of reactions, colloids, electrochemistry, and chemical types of physico-chemical measurements.

Prerequisite: Chemistry 77 and Mathematics 175-176.

Calculus however, may be taken concurrently with the course.

182—**Physical Chemistry.** Four hours.

Three theory periods and one-double period for laboratory each week.

A continuation of Chemistry 181.

183—**Physical Chemistry.** Four hours.

Three theory periods and one-double period for laboratory each week.

A continuation of Chemistry 182.

PHYSICS

Mr. St. Clair

23—**Survey of Physics.** Four hours.
A brief survey of the field of physics, similar in scope to Chemistry 24 or Biology 22. Four theory periods per week.

80—**General Physics.** Four hours.
Two theory periods and two double periods per week.
A study of the physical laws and principles and their practical applications. A study of mechanics, hydrostatics, vectors, electricity, heat, sound, light, etc.

81—**General Physics.** Four hours.
Two theory periods and two double periods per week.
A continuation of Course 80.
Prerequisite: Physics 80.

82—**General Physics.** Four hours.
Two theory periods and two double periods per week.
A continuation of Course 81.
Prerequisite: Physics 81.

112—**Sound.** Four hours.
An intermediate course in which the phenomena of sound are considered in greater detail than in general college physics.
Prerequisite: Physics 81.

113—**Sound.** Four hours.
A continuation of Physics 112.

114—**Electricity and Magnetism.** Four hours.
An intermediate course in electrical and magnetic theory in which these phenomena are considered in greater detail than in general physics. Three hours lecture, two hours laboratory each week.
Prerequisite: Physics 81, 82; Mathematics 176.

137—**Household Physics.** Four hours.
Three theory and one double period per week.
A course in physics especially designed for students of home economics, with emphasis placed upon the application of the principles of physics to the home.

145—**The Technique of Teaching Science.** Four hours.
Four theory periods per week with conferences.
This course will be of immediate value in giving teachers the technique of handling science classes. Selection, organization and presentation of subject matter is studied.
Prerequisite: A minimum of 36 quarter hours in science exclusive of the survey courses. These 36 quarter hours must include at least a year of biology and a year of chemistry.

MATHEMATICS

Dr. Ader Miss Felder Mr. Jones Mr. Leone Mr. Phillips

21—**College Arithmetic.** Four hours.
A thorough study of the fundamental operations of arithmetic with much practice on applications.

31—**College Algebra.** Four hours.
A first course in college algebra.

32—**College Algebra.** Four hours.
A second course in college algebra and continuation of 31.

35—**Plane Trigonometry.** Four hours.

36—**Spherical Trigonometry.** Four hours.
Prerequisite: Mathematics 35.

47—**Use of Slide Rule.** Two hours.
A study of the use of the slide rule in the fundamental operations of multiplication, division, squares, square roots, powers, logarithms, sines, cosines, tangents, and cotangents. It is an introduction to the solution of engineering problems involving rectangles, circles, prisms, spheres, triangles, and civil engineering problems associated with surveying, and physics problems of gravity, electricity and magnetism.
Prerequisite:Mathematics 35.

60—**Mathematics of Finance.** Four hours.
Prerequisite: A knowledge of geometric progressions and logarithms. This course treats of the mathematical principles of such things as building and loan associations, sinking funds, bonds, investments, life insurance, installment buying, and the amortization of debts.

75—**Analytic Geometry.** Four hours.
Prerequisite: Mathematics 35.

76—**Analytic Geometry.** Four hours.
Prerequisite: Mathematics 75. This is a continuation of 75.

100a-b-c—**Aerial Navigation.** One hour each quarter.

120—**Elementary Statistics.** Four hours.
A study of statistical series, frequency distributions and their analyses, measures of central tendencies, dispersion and skewness, trend, seasonal and cyclical variation, linear correlation, the normal curve, index numbers, graphic presentation of data, statistical tables, collection of data and theory of sampling.
Prerequisite: Mathematics 21 or 31.

131—**The Teaching of High School Mathematics.** Four hours.
This course should be taken after the student has finished as much as is possible of his training in mathematics. This course is designed to give the student some knowledge of the foundation on which mathematics is built, the aims and purposes of teaching it in the high school, curriculum problems, the organization and presentation of subject matter, methods of teaching, and methods of testing.

138—**The History of Mathematics.** Four hours.

145—**Statistics.** Four hours.
Average, dispersion, skewness, regression lines and planes, simple correlation, linear and non-linear trends and normal curve.
Prerequisite: Mathematics 120 and 176.

175—**Differential Calculus.** Four hours.
Prerequisite: Mathematics 75.

176—**Integral Calculus.** Four hours.
Prerequisite: Mathematics 175. This is a continuation of 175.

177—**Calculus.** Four hours.
A continuation of Mathematics 175 and 176, emphasizing the applications of differential and integral calculus.

178—**College Geometry.** Four hours.
Geometry of the triangle and the circle.

180—**Theory of Equations.** Four hours.

182—**Analytical and Applied Mechanics.** Four hours.
A study of vectors, concurrent forces, cuplanar forces, resultants, equilibrium, forces in space, moments of inertia, center of gravity, hydrostatics, stress and strain, motion of a point, kinetics of a particle, impluse and momentum, work, kinetic energy, and dynamics of a rigid body.
Prerequisite: Mathematics 177 and Physics 82 .

185—**Differential Equations.** Four hours.
Simple types of ordinary differential equations of the first and second order, linear equations with constant coefficients, applications to geometry and physics.
Prerequisite: Mathematics 177.

DIVISION OF PRACTICAL ARTS

John M. Frazier, Acting Chairman

Mr. Frazier Mr. Thomas Mr. Varrelman

This division is organized for the purpose of training teachers in the practical and applied arts and sciences that are needed in teaching how to use our resources for better living. Basic information and concepts are offered in subjects teachers should have in teaching and leading the children in rural schools. Skills in these subjects are emphasized.

AGRICULTURAL EDUCATION

25—Agriculture for Elementary Teachers. Four hours.

A course covering basic knowledge and principles of agriculture for rural teachers. A general treatment of gardens, field crops, farm animals, soils, and farm forests is included. Lectures and laboratory and field work at discretion of the teacher.

71—Vegetable Gardening. Four hours.

This course is planned to train teachers and rural people to develop successful gardens. Problems will include selecting garden sites, preparation of soil, planting, culture, fertilizing, spraying, harvesting, and marketing. Practice in gardening is required. Lectures, laboratory, and field work at the discretion of the teacher, five hours per week.

73—Poultry Production. Four hours.

A course covering general information and principles of breeds, egg production, incubation, brooding, feeding, housing, protecting against disease, culling, managing, and marketing. Emphasis will be placed on the farm flock. Lecture, laboratory and field work at discretion of the teacher.

85—Forestry for Teachers. Four hours.

This course includes a survey of the major phases of forestry. Special emphasis is given to farm forests. Problems considered include identification of forest trees, uses, site for woodlot, reproduction, development, protection, injurious insects, management, fire control, pasturage, and wild life relationship. Lectures and field work at the discretion of the teacher, five hours per week.

123—Landscape Gardening. Four hours.

This course is planned to develop an appreciation for an understanding of the principles of design. The use of local native plants for home and school will be emphasized. A knowledge of soils, gardening principles, propagation, and culture will be presented. Practical work required. Lectures, laboratory and field work at the discretion of the teacher, five hours per week.

CONSERVATION

132—Elementary Science Education. Four hours.

A professionalized course in basic principles of science needed by elementary teachers in interpreting and teaching common phenomena of nature. A survey of subject matter in elementary science textbooks will be made as well as methods of presenting it to children. Experimental laboratory work two double periods per week and two hours lecture.

133—Introductory Ecology. Four hours.

This course considers both animals and plants in relation to the factors of their environment, and responses to changing conditions. Natural groupings will be studied. Studies of local conditions will be made. Two lectures and two laboratory and field trip periods per week.

136—**Soil Conservation.** Four hours.

This course deals with erosion and its control, maintenance of productivity, rotation, water control, reclamation, and the management of soil. The activities of Soil Conservation Service will receive attention. Lectures, laboratory and field work will make up the activities. Two single and two double periods per week.

147—**Nature Study and Elementary Science.** Four hours.

Two theory periods and two two-hour periods each week.

This course is intended to acquaint the prospective teacher of the elementary grades with knowledge of those things that are part of the environment of every child, and to give general directions as to material and methods to be used. Plant and animal life, primarily. Especially planned to meet the needs of the elementary teacher.

See Division of Biological Sciences.

148—**Ornithology.** Four hours.

An introduction to the study of birds. Consideration will be given to biological principles, identification, habitats, food supply, enemies, means of protection, use, and organizations and their activities. Two lectures and two double periods of field work per week.

149—**Game Management.** Four hours.

This course is an introductory study of native game animals in relation to habitats, conservation, propagation, protection, food supply, migration, legislation, and civic organizations. Lectures and field work will be done. Lectures and field work two single and two double periods per week.

178—**Resource Use Education.** Four hours.

This course is designed to give teachers and conservationists an understanding of the ways and means of using our natural resources to more adequately meet our needs. Consideration is given to producing better food, clothing and shelter by proper management and use of soil, water, forests, climate, pastures, and care of manufactured commodities.

INDUSTRIAL ARTS

Orville Thomas

20—**Industrial Arts for Elementary Teachers.** Four hours.

A course for teachers of both lower and upper elementary work. It is intended as an aid to the teacher in her preparation to guide the children in all free activities. Cardboard and wood construction, clay modeling, weaving, coping saw work, letter cutting and basketry will be included.

27—**Mechanical Drawing.** Two hours.

Use of drawing instruments, geometric constructions. Conventions used in depicting objects for reproduction. Representation in one, two and three dimensions. Shades and shadows. Object drawing. Special practice in lettering. Orthographic projection, cross-sections, dimensioning. Four hour class.

28—**Mechanical Drawing.** Two hours.

Development of surfaces and intersections for sheet metal work. Isometic, oblique, and cabinet projection. Drafting room practice. Advanced study of working drawings, detail and assembly, sheet lay-out, and structures. Four hour class.

31a—**Woodwork.** Two hours.

A course designed to develop skill, knowledge and appreciation in the care and use of woodworking tools, materials, processes, and products. The course will include the following: hand and machine tools, tool processes, tool maintenance, wood and lumber, joints, gluing, nails and screws, wood turning, carving and inlaying, finishing, and upholstery. Four hour class.

31b—**Continuation of 31a Woodworking.** Two hours.

41—**General Shop.** Four hours.

This course is a general course n accordance with the modern development of industrial education. Sheet metal, elementary electricity, and house wiring are main topics covered. Eight hour class.

63—**Advanced Woodwork.** Four hours.

Continuation of Industrial Arts 31 with emphasis on trade practices and production work. Window and door frame construction, staircase design, cabinet making, roof framing, and finishes will receive special attention. Eight hour class.

64—**Metal Work.** Two hours.

An introduction to the application of hand and machine processes. Simple pattern drafting. Study of materials. Working cold iron; cutting, forming, seaming, burring, crimping, and fastening as applied to the making of sheet metal projects.

87—**Mechanical Drawing.** Two hours.

Approved drawing room methods and modern standards are studied and applied. Neatness, accuracy, and economy of time are stressed. Tracing and various methods of reproducing drawings are studied. Advanced work in lettering. Four hour class.

125—**Wood Turning.** Four hours.

Prerequisite: Industrial Arts 31.

Elementary to advanced lathe work. Different types of turning and scroll work will be offered. Finishing and polishing. Students will select individual projects. Eight hour class.

127—**Home Planning and Construction.** Four hours.

A course arranged for students interested in the planning of homes. The study of houses of various types will be taken up in detail. Each member of the class will be required to make a complete plan of a modern home, having all conveniences. The students in this class will also be taught blueprint reading in order that they might understand the meaning of lines, dimensions, and characters pertaining to plans. Students will have access to mechanical drawing instruments, so that they may be enabled to draw their plans accurately and to scale. Homes in process of construction will be visited by the students of this class.

128—**Planning and Equipping of the School Shop.** Four hours.

Planning the laying out of rooms, and other building facilities. Purchase and arrangement of equipment. Selection of suitable equipment for special conditions. The cost of equipment, supplies, and maintenance.

150—**Organization and Administration of Industrial Arts.** Four hours.

Objectives of industrial arts for different school levels. Bases of organization. Character of work for different levels and different types of schools. Organization of courses of study and teaching material. Class organization for individual and group work.

155—**The Teaching of Industrial Arts.** Four hours.

Methods in the teaching of industrial arts.

DIVISION OF SOCIAL STUDIES

Leon A. Wilber, Chairman

GENERAL NOTES ON COURSE PATTERNS

(1) B. A. and B. S. Candidates NOT Electing Majors or Minors in Social Studies Division

B.A. and B.S. students who do NOT intend to major (or minor) in any one of the social studies, but wish to elect courses in the division for their cultural value, or to meet core requirements, are advised to elect courses from the following: Geography 33, Government 25, History 29 (required of B.S. students), History 27 and 28 (as a sequence), History 61, 62, and 63 (as a sequence), and Sociology 63.

(2) B.A. and B.S. Candidates Electing Majors or Minors in Social Studies Division

Students electing majors in the Social Studies Division (except those seeking certificates to teach in elementary grades), are required to elect at least 36 hours in the same subject: namely, geography, government, history, or sociology. The same principle applies to students electing minors, except that only 28 hours are required.

Although much freedom is permitted a student in electing courses, he should not ordinarily take an advanced course until after completing the corresponding survey course. For example, advanced U. S. history courses should be elected only after History 61, 62, and 63 have been completed; advanced government courses should be elected only after Government 25; advanced sociology courses only after Sociology 63; etc.

(3) Candidates for License to Teach in Elementary Grades

Students preparing to teach in the elementary grades, and who desire to major in the social studies, may elect 36 hours from all departments in the division, as their adviser recommends. In making selections, however, they should give attention to the recommendations made to B.A. and B.S. candidates NOT majoring in this division in paragraph No. 1, above.

(4) Candidates for License to Teach in Secondary Schools

The State Department of Education requires social studies teachers to have a minimum content training of 36 quarter hours. These must include nine hours each in European and United States History, 12 hours distributed among sociology, economics, government, and geography, and six hours of electives from the field.

The college requires that the student take at least 36 hours in the same subject, i. e., 36 hours in geography, or 36 hours in history, etc.

Students preparing to teach social studies in high school should therefore follow the following pattern:

		Hours
A.	Core curriculum (not including social studies)	63
B.	Professional requirements	34
C.	Economics (Commerce) 55	4
D.	Courses in Social Studies:	
	Government 25 — 4	
	History 27, 28 (European) — 8	
	History 61, 62, 63 (U. S.) — 12	
	History 109 (Mississippi—required) — 4	
	Geography 160 — 4	
	Electives in one subject to make a total in that subject of 36 hours — 12 to 36	
	Total in Social Studies	44 to 68
E.	Electives to bring total to 192 hours	47 to 23

GEOGRAPHY

Miss Bolton Dr. Hall

NOTE: Students majoring in geography should select courses according to the following pattern:

36 hours from the following:

1.	33	4	
2.	100, 101, 102, 103, 180	8	
3.	110, 118, 131, 138, 139, 140	16	
4.	43, 145, 160, 170, 176	8	36

33—**Principles of Geography.** Four hours.
Study of the relations between natural environment and human life in the various regions of the earth. Emphasis on climate. Basis for all further geography study.

43—**Geography of Selected Countries.** Four hours.
A brief survey of the economic geography of important countries, their products and trade relations. Special emphasis on the United States.

100—**Map Study and Map Making.** Four hours.
A detailed study of all maps, globes, aeronautical charts, topographic maps and geologic maps. Preparation of maps from census statistics and field study.

101—**Physical Geology.** Four hours.
A study of the physical features of the earth and the geologic processes affecting them. Topographic and geologic maps. Common rocks and minerals. Laboratory work and field trips.

102—**Historical Geology.** Four hours.
A study of the geologic history of the earth and its life. Collecting and identifying fossils. Laboratory work and field trips.

103—**Mineralogy.** Four hours.
Crystallography; minerals of economic and scientific importance. Analysis and identification of each. Laboratory work.

110—**Geography of United States and Canada.** Four hours.
Open to sophomores

118—**Geography of South America, Mexico and the Caribbean Countries.** Four hours.
A study of Latin America intended to acquaint the student with the geography of regions differing from his own in many respects. Open to sophomores.

131—**Geology and Geography of Mississippi.** Two hours.

138—**Geography of Europe.** Four hours.
A study of European countries, their people, resources, products, etc., with emphasis on the possibilities of each country for development in a modern economy.

139—**Asia and Australia.** Four hours.
Method of treatment same as 138. China, Japan and India stressed.

140—**Geography of Africa.** Two hours.

145—**Advanced Economic and Commercial Geography.** Four hours.
After a brief survey of geographic principles the study deals with the leading commodities of world trade, their sources and exchange, and a short description of the countries that enter into this trade.

160—**Geographic Influences in American Development.** Four hours.

Recommended for Social Studies majors. A study of the relation of geography to the exploration, settlement, and political, industrial, and social development of the United States.

170—**World Political Geography.** Four hours.

A study of the world political situation, present and future, as seen from the geographic viewpoint. World patterns of nations in relation to their natural environmental backgrounds.

176—**Conservation of Natural Resources.** Four hours.

A study of the natural resources of the United States and the world: Soil, minerals, natural vegetation, native animals, water and man. Present and future problems of conservation.

180—**Climatology.** Four hours.

A detailed study of classifications of world climates. Special reference will be made to distribution of world patterns of vegetation, soil, and population in relation to climate.

HISTORY

Mr. Davis, Mr. Fortune, Mr. Gonzales, Miss Willery Jackson, Dr. McLemore
Mr. Rodemann, Mr. Steede, Dr. Vinnedge, Dr. Wilber

Introductory Note

It should be noted that several courses are parts of sequences, and that an entire sequence should usually be taken if any part is taken. These sequences are History 27 and 28, History 61, 62, and 63, and History 128 and 129.

Students should not ordinarily take advanced courses until after they have completed the corresponding survey course. History 27 and 28 are the survey courses in European history, and History 61, 62, and 63 are the survey courses in U. S. history.

Commerce courses 111 and 112, and Religion and Philosophy courses 51 and 130 may be elected as history for meeting degree requirements, if approved by the student's adviser.

27—**World Civilization, 5000 B. C. to 1650 A. D.** Four hours.

This course is intended as a survey of world civilization from prehistoric times to the end of the Religious Wars with the Peace of Westphalia in 1648. The main purpose will be to study the trends in the history of the world with particular emphasis on their relation to present day living. While retaining politics as the most obvious strand in the development of human affairs, considerably more emphasis than is customary will be placed upon art, science, economics, religion and thought.

28—**World Civilization Since 1650 A. D.** Four hours.

This course is a continuation of History 27. It covers a time span of approximately the last 300 years. One half of the work will be devoted to a study of the momentous days of the 20th century with its two great world conflicts. Special emphasis will be placed on current events. The same approach to history employed in History 27 will be applied here.

29—**Mississippi History.** Four hours.

An introductory course dealing with Mississippi as a province, a territory and a state. Required of all freshmen except history majors (who will substitute History 109) and Bachelor of Arts candidates.

61—**American History to 1828.** Four hours.

This course is designed to give the student a survey of our political, social and economic history to 1828.

62—**American History 1828 to 1875.** Four hours.

A continuation of History 61 beginning with the republican revolution in 1828 and going through the reconstruction period.

63—**American History Since 1875.** Four hours.

A continuation of History 62. This course begins with the close of the reconstruction era and brings the survey down to the present.

109—**Problems of Mississippi History.** Four hours.

An advanced course dealing with special phases of Mississippi history. Particular emphasis is placed on the part Mississippi and Mississippians have played in national affairs. Not open to students who have had History 29. Required of history majors.

110—**The Middle Ages.** Four hours.

An advanced course in European history covering the period from the creation of the Roman Empire to the beginning of the Renaissance.

125—**The Teaching of the Social Studies.** Four hours.

Designed for the teacher of the social studies. Treats of the problems of teaching centered around the teacher, his subjects and his classroom difficulties.

127—**Inter-American Relations.** Four hours.

A brief study of the Hispanic states from 1830 to the present with emphasis on the history of the ABC powers, Mexico, and Cuba. The course deals with the origin and development of the present-day problems of Hispanic America in the field of foreign relations. It treats of the diplomatic relations of the Hispanic American states with each other and primarily with the United States. Topics given intensive study are The Monroe Doctrine, Pan-Americanism, Caribbean Problems, and Mexican Relations.

128—**Early American Foreign Relations.** Four hours.

A survey of the foreign policy of the United States from the revolution through the civil war. Particular attention is devoted to the Monroe Doctrine and problems of expansion.

129—**Recent American Foreign Relations.** Four hours.

A continuation of History 128. Covers the period from 1865 to the present. Special emphasis is given to imperialism, the World War, the League of Nations and the World Court as they affect the United States.

140—**Civil War.** Four hours.

An intensive study of the period 1861-1865.

142—**Recent American History.** Four hours.

A consideration of the period from 1933 to the present. Units studied include labor, tariff and currency, imperial America, trusts, World War II, America and internationalism.

174—**Early English History.** Four hours.

A survey of ancient and medieval England with emphasis on customs, literature, and institutions. Especially recommended for English majors.

175—**Modern English History.** Four hours.

A study of England from the time of the Stuarts. Especial emphasis is placed upon the development of political institutions, the industrial revolution, and imperialism.

176—**Reformation and Revolution.** Four hours.

An advanced course in European history covering generally the period from 1500 to 1815 with particular stress on the Lutheran revolt, the Counter-Reformation, the Religious Wars, the French Revolution, and the Napoleonic regime.

177—**Recent European History.** Four hours.
A study of the period from 1918 to the present.

179—**Constitutional History of the United States.** Four hours.

A study of the U. S. constitution, of the documents, theories, and forces that led to its framing, and of the customs, interpretations, and amendments that have modified it since it was adopted. Especially recommended for pre-law students.

180—**Greek Culture.** Four hours.

A study of the culture of the ancient Greeks, covering the literature, fine arts, politics, religion, and philosophy. Special emphasis is given the age of Pericles as the culmination of the culture.

181—**Roman Culture.** Four hours.

A study of the civilization of the Roman republic and early Roman empire, covering literature, religion, fine arts, philosophy, jurisprudence, administration, and political institutions. The last three topics will be emphasized especially.

182—**Nineteenth Century Europe.** Four hours.

A study of Europe between the settlement of the Napoleonic Wars in 1815 and the outbreak of the World War in 1914. Special attention is given to the development of the great state, commercial imperialism, and international rivalries.

185—**History of the Old South.** Four hours.

A reading, research, and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention given to slavery, life on the plantation, manners and customs.

190—**English Constitutional History.** Four hours.

A course in the development of English political institutions, and governmental administration, and in the rise and growth of democracy in England from Anglo-Saxon times to the establishment of the British Commonwealth of Nations. Especially recommended for pre-law students.

550—**United States Foreign Relations.** Four hours.

A problem course in American foreign relations, dealing with such problems as our relations with problem countries or areas, and the reason for recent revisions of our foreign policy.

522—**Problems in Southern History.** Four hours.

A course dealing largely with research in Southern history. Students will be guided in study of particular problems they are interested in individually.

554—**Problems in Mississippi Government.** Four hours.

A course dealing with governmental problems before the legislature, and proposed changes in government and administration at all levels. Each student will be encouraged to analyze and evaluate the government of his own locality.

556—**English Constitutional History.** Four hours.

A course in the development of English political institutions and governmental administration, and in the rise and growth of democracy in England, from Anglo-Saxon times to the establishment of the British Commonwealth of Nations. Not to be elected after History 190.

558—**Problems in Teaching the Social Studies.** Four hours.

A course dealing with specific problems teachers enrolled bring in from the field. Students are encouraged to use the course for making detailed plans for later teaching in their teaching positions. Open only to students

who have had History 125, and who have had teaching experience in the field.

559—**Seminar in History and/or Government.** Four hours.

This is an individualized course in methods of research in history and/or government, strongly recommended for all students doing extensive graduate work in history or government. The course will cover the principal research procedures, sources of information, and standard methods of organizing and writing research papers. Each student will prepare an original research paper on some problem, and should have a topic or problem in mind before registering.

GOVERNMENT

Miss Willery Jackson Dr. Vinnedge Dr. Wilber

Introductory Notes

(1) Government 25 should normally precede all other courses except Government 105 and 106.

(2) Students desiring a complete survey of government in the United States should elect courses 25, 45, 130, and 135. Government 25 should be taken first, but there is no sequential organization of the others.

(3) Commerce 129 (public finance) may be elected as government for meeting requirements for major or minor in government, if approved by the student's adviser.

25—**American Government.** Four hours.

This course gives a survey of government in the United States, with emphasis on the Federal government.

45—**County Government.** Four hours.

This course gives a general picture of local rural government in different sections of the United States, with historical origins. County government in Mississippi is emphasized.

105—**Parliamentary Law.** Two hours.

The aim of this course is to explain the generally accepted rules for conduct of meetings, and for organizing new societies.

106—**American Political Parties.** Two hours.

This course is intended to give an understanding of the organization and operation of political parties in the United States, and of problems and methods of political leaders. An historical approach is used.

130—**State Government.** Four hours.

This course outlines the organization and problems of state government in the United States. The different forms of local government are discussed as parts of the state governmental organization rather than as independent institutions. Specific application will be made to the conditions existing in Mississippi, in trying to obtain a true picture of our own state government.

135—**American Municipal Government.** Four hours.

A study of the principles and systems of municipal government, with special stress on the municipal revenue, the municipal budget, public safety, city planning, municipal politics, municipal indebtedness and the city as a problem in the government.

145—**Current Problems in Citizenship.** Four hours.

This course is intended to supply a background for intelligent appreciation of the problems before the American government today. Problems considered include attacks upon democracy, expansion of Federal powers

and functions, civil rights and citizenship, election problems, reorganization of Congress and the Presidency, and foreign policies. (May be counted as Sociology.)

157—**International Politics.** Four hours.
A study of the principles of co-operation among nations, and of the structure of some outstanding international organizations, such as the United Nations, International Labor Organization, and the League of Nations.

185—**International Law.** Four hours.
Since the World War, an intimate bearing of international law upon the peace and prosperity of the world at large has been realized by the general public as well as by statesmen and scholars. Hence the study of the principles of International Law, with special stress on neutrality, methods of warfare, treatment of prisoners of war, maritime commerce, remedial rights and peace treaties.

SOCIOLOGY

Mr. Campbell

The course in Commerce 127, Government 145, Home Economics 151, Psychology 139, and Health 196 or 198 may be considered as Sociology for meeting requirements for majors and minors if approved by the student's adviser.

STUDENTS DESIRING TRAINING IN SOCIAL WORK

Numerous opportunities for properly trained individuals are now developing in fields of social work. Workers are needed in Mississippi for child welfare work, medical social service, psychiatric social work, supervision of persons on parole or probation, and for many allied fields. Other partially trained workers are needed as non-professional members of boards which direct different social agencies and institutions.

As a rule students interested in social work should obtain a well-balanced education, with courses selected from all major academic divisions. He should plan to obtain specialized training in advanced social work schools after graduation with an A.B. or B.S. degree.

Generally speaking, pre-social work students should take either the A.B. or B.S degree, with a major in sociology, and a minor in psychology, government, economics, or health education. In addition to the minor, he should take additional courses in all the fields from which he might have chosen the minor. The core curriculum should be completed in the first two years.

The following courses are recommended especially:

Journalism, Speech, Psychology 116 (Child), 129 (Applied), and 139 (Social), Commerce 55 (Economics), and 127 (Labor Problems), Education 137 (Mental Hygiene) and 169 (Tests and Measurements), Health 196 and 198 (Marriage), Physical Education 133 (Camp Counseling), History 27 and 28 (European) or 61, 62 and 63 (United States) Government 25 (United States), 45 (County), and 130 (State), Statistics, Home Economics 128 (Family), and Biology 140.

63—**Introductory Sociology.** Four hours.
This course is a study of the factors and principles influencing the social life of man. An attempt is made to orient students to the ways of social thinking and survey the field of sociology.

Topics discussed: Nature of sociology, geographical factors, biological factors, psychological factors, cultural factors, social processes, social control, social organization and institutions, and social change and progress.

75—**Rural Sociology.** Four hours.
This course is a study of rural society, its peoples, structures, institutions, processes and relations to urban society.

112—**Current Social Problems.** Four hours.
This course is a general survey of some of the major social problems now confronting American society such as family disorganization, physical and mental ill health, economic insecurity, juvenile delinquency and crime, population problems and industrial hazards. Special consideration is given to the cultural background and the social significance of these problems as well as to the various public and private proposals for their alleviation.

116—**Rural Social Problems.** Four hours.
Prerequisite: Sociology 75 or consent of the instructor.
This course is an intensive study of the chief maladjustments in rural society with special emphasis upon current problems.

118—**Urban Sociology.** Four hours.
This course will include study of the nature of urban society, the impact of industrialization and urbanization on such institutions as the family, church, and school, problems of urban life, and the influence of the city upon rural areas.

128—**Criminology.** Four hours.
Prerequisite: Sociology 63 or 112 or consent of the instructor.
This course is a comprehensive treatment of crime, criminals, punishments, and prisons. Special stress is laid on the history of our ideas on crime, criminals and punishments and upon the methods whereby such ideas have been applied. A synthesis of existing knowledge and practices in the field supplies the basis for suggestions as to the desirable future reforms in the repression of crime and the treatment of criminals.

151—**Marriage Problems and the Family.** Four hours.
See Home Economics 151.

175—**Social Institutions.** Four hours.
Prerequisite: Sociology 63 or consent of the instructor.
This course is a detailed study of the origin and composition of the major institutions in society—economic, political, domestic, institutions for promoting richer living and institutions for influencing public opinion. Some emphasis is placed on social theory.

176—**Educational Sociology.** Four hours.
Prerequisite: Sociology 63 or 112 or 8 hours in Education or consent of the instructor.
This course is an analysis of contemporary social issues which affect the school as revealed through the study of current materials in the social sciences.

177—**Ethics.** Four hours.
This course is a study of the evolution of moral ideas from primitive to modern times and a criticism of ethical theories and of social institutions such as the state, property, and the family. (This course may be counted as a course in Religion and Philosophy.)

RELIGION AND PHILOSOPHY

Dr. Vinnedge

The purpose of this department is to offer cultural courses for the general student who may wish to have a knowledge of the literature of the Christian and other religions of the world, of the history of religious expression, and of philosophy.

20—**Bible I.** Two hours.
A general survey of the Old Testament: its types of literature, the general content of its books, and some attention to the Hebrew historical movements which form its background.

22—**Bible II.** Two hours.
A general survey of the New Testament life and times, the nature and content of its books, the ministry of Jesus, and the launching of the Christian movement.

51—**History of Non-Christian Religions.** Four hours.
A study of the grounds for religious belief among men, the emergence of tribal and national religions in antiquity, and a survey of the principal non-Christian faiths of ancient and modern times. (May be counted as history.)

121—**The Minor Prophets of Israel.** Two hours.
A study of the life and preachment of the Old Testament prophets; the social, political, economic, and religious conditions which called forth their work; and the relevance of their message to modern times.

123—**The Major Prophets of Israel.** Two hours.
A course similar to 121, with reference primarily to Isaiah, Jeremiah, and Ezekiel.

130—**History of Christian Culture.** Four hours.
A study of the cultural development of Western Europe during the Christian era, with special attention to institutions, literature and the fine arts, as well as to religious thought. (May be counted as history.)

146—**The Literature of the Bible.** Four hours.
The literary study of the Old and New Testament Scriptures, together with a consideration of similar writing that issued from Jewish writers contemporary with the Biblical authors, and a comparison of the Scriptural writings with related types among other peoples. (May be elected as English 146.)

DIVISION OF SPEECH AND DRAMATICS

J. Dale Welsch, Chairman

Mrs. Jenkins Miss Magruder Dr. Welsch Mr. Wills

52—**Fundamentals of Speech.** Four hours.

A course designed to develop an understanding of the basic principles of speech and proficiency in their use. The aim is to lay a foundation in the fundamental speech skills; the proper use of the voice, bodily action, the selection and organization of materials, and speaker-listener relationships. Students with speech deviations that are pronounced may be required to attend the speech clinic.

(Prerequisite for advanced speech courses.)

53—**Oral Interpretation.** Four hours.

Development of adequate mental and emotional responses to the meaning of literature, and of the power to read orally so as to communicate this appreciation to others.

54-a-b-c—**Logic of Persuasion.** Two hours each quarter.

A course for debaters and discussers. Admission of fact as evidence, use of authority, scope of jurisdiction, and the chain of reasoning that leads to a tenable decision.

55—**Story Telling.** Four hours.

A study of types of children's literature and children's story interests at each age level. The course provides experience in story telling and in the oral interpretation of literature for children.

58—**Acting.** Four hours.

Classroom projects involving presentations of scenes from plays for the purpose of solving certain dramatic problems.

101-102-103—**Radio Production.** Four hours each quarter.

A lecture-laboratory course in the production of radio program types, with student participation in the broadcast of Radio Workshop programs. In three parts:

101—Background material and simple program types.

102—A study of dramatic program types, with emphasis on production problems, techniques, and procedure.

103—A study of variety program types with emphasis on production problems, techniques and procedures. Also a survey of program planning methods in commercial and public service radio shows.

107—**Children's Theatre.** Four hours.

A study of drama for children. Particular attention will be given to the selection, direction and production of plays for children. A survey will be made of current children's theatre movements.

116-a-b-c—**Advanced Debating.** Two hours each quarter.

120-a-b-c—**Stage Scenery for Amateurs.** Two hours each quarter.

An elementary course in scenic design for directors in the school theatre. Drafting simple plans for the stage picture. Construction of cardboard sets for the stage model.

(Fee for supplies and materials, $1.00 per quarter.)

121—**An Introduction to Speech Correction.** Four hours.

122—**Speech Correction.** Four hours.

A study of the principles of procedures and techniques concerning speech rehabilitation.

123—**Speech Pathology.** Four hours.
Advanced theory and application in the study of speech disorders and speech defects.

152—**Speech Correction for the Classroom Teacher.** Four hours.
An introduction to speech correction arranged particularly for an understanding of those remedial cases usually encountered in the classroom. Special emphasis is placed on what the classroom teacher should and should not do in speech re-education.

153—**Clinical Practice in Remedial Speech. Beginning.** Four hours.
Clinical courses are centered around intensive practice of students with cases requiring speech retraining.

154—**Clinical Practice in Remedial Speech. Intermediate.** Four hours.

155—**Clinical Practice in Remedial Speech. Advanced.** Four hours.

163—**Speech Seminar.** Four hours.
A course involving reading, simple research, methods, and discussion of problems in the area of general speech. Students may be required to write an essay on one problem.

ENROLLMENT

Year	By Quarters				By School Years and by Calendar Years		
	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	Totals with Repetitions	Different Individuals by Nine Month's Session	Different Individuals by Whole Calendar Year
1942-43	347	336	313	374	1370	533	772
1943-44	234	209	325	341	1109	388	664
1944-45	270	258	350	472	1350	422	722
1945-46	303	451	695	1062	2511	811	1518
1946-47	1189	1213	1395	1453	5250	1569	1859
1947-48	1565	1510	1827	2700	7602	2262	3551
1948-49	1918	1988	——	——	3906	——	——

ENROLLMENT FOR 1947-1948

Counties represented	76
Other states represented	21
Enrollment by extension	464
Enrollment by correspondence (different individuals)	987
Enrollment of college men in residence	1624
Enrollment of college women in residence	1927
Enrollment in Graduate Division	302
Enrollment of senior class	902
Enrollment of junior class	865
Enrollment of sophomore class	692
Enrollment of freshman class	521
Enrollment post graduates	165
Enrollment special unclassified	104
Master's degrees conferred—1947-48	10
Bachelor's degrees conferred—1947-48	254
Demonstration school enrollment	390

CERTIFICATES AND DEGREES GRANTED

Total master's degrees granted (beginning in 1948)	10
Total bachelor's degrees granted (beginning in 1922)	3426
Total diplomas granted (three years, discontinued in 1929)	768
Total one year certificates granted	2129
Total two-year certificates granted	17
Total enrollment without duplication (1912-1948)	26,189

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